

Year 1



Student's Book and Workbook

Sarah Curtis and Claire Hart

Imprint page. Copy to follow

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UNIT 1

Lesson 1



Getting away

OBJECTIVES

- Reading Article about ecotourism
- Writing Write a paragraph
- Listening A story about travelling and what happened when something went wrong
- Speaking Describe an event
- Language Past simple and past continuous
- Life skills Collaboration

Before you start

Discuss these questions in pairs.

- Why are tourists very important for a country?
- Where do tourists go in Egypt? Why do they go there?
- Are a lot of tourists always a good thing for a country?

Reading

1 Read the magazine article about some tourist destinations and match the photos to a country.

Ecotourism – is this the future?

What is ecotourism?

Ecotourism is about providing holidays to places which are often endangered and isolated. The holidays are designed to have a limited impact on the local environment and to educate tourists about conservation.

Egypt is developing ecotourism to protect the environments along the Red Sea coast. Tourists can stay in hotels built of environmentally friendly natural materials. When tourists go diving, they are taught how to avoid damaging the fish and keeping the special coral reefs safe.

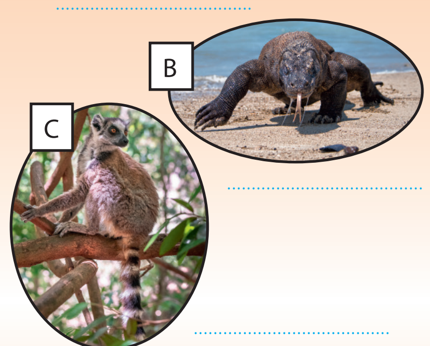
Madagascar is famous for its ecotourism and wants to protect its ecosystem (the animals and plants in its environment). 80% of the animals, and 90% of the plants that live there don't exist anywhere else in the word. Lemurs, for example, only live in Madagascar.

The Galapagos Islands in Ecuador are famous for the unique animals, such as the giant turtles which live there. Ecuador makes sure that tourism is sustainable. Only a limited number of people can visit the islands each year, so the animals and their environment are safe.

The Komodo National Park in Indonesia is a popular ecotourism destination. Much of Indonesia's endangered wildlife, including the Komodo dragon, can only be found here. The National Park is also famous for its beach with pink sand.



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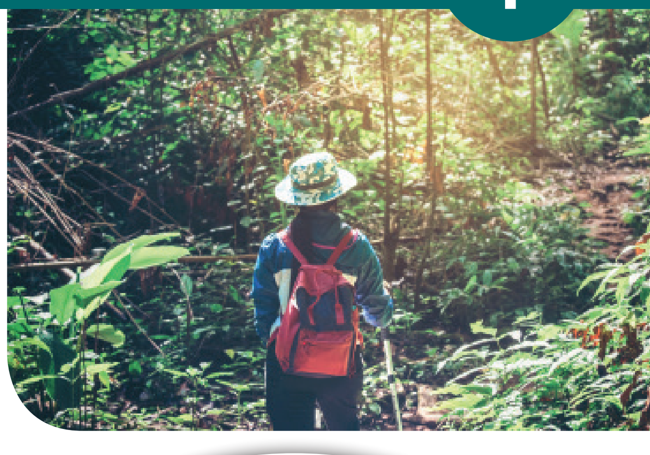


....

....



....



2 Read the text again and answer the questions.

1 What is ecotourism? *Ecotourism is holidays designed to have a limited impact on the local environment.*

2 Which country ...?

A has giant turtles living there ....

B has hotels built of environmentally-friendly materials ....

C has a beach with pink sand ....

D wants to protect its lemurs ....

3 What do eco-tourists often do?

A stay in hotels

B learn new things about keeping the environment

C visit traditional villages

4 Which sentence best summarises the text?

A everywhere needs more tourists

B ecotourism provides holidays without harming the environment

C there should be no tourists in some places



Vocabulary

3 Find these words in the text, then complete the sentences. You can use a dictionary.

ecotourism ~~endangered~~ impact isolated
materials environment sustainable unique

1 There are many *endangered* animals in the world, which we need to save.

2 Some animals live in very .... parts of the world and people never see them.

3 The tourist industry has had a big .... on the local town.

4 The natural world around us is the ....

5 It is important to only use local .... when building an eco-hotel.

6 The Komodo dragon is .... to Indonesia. It doesn't live anywhere else.

7 .... is for people who want a holiday which respects the environment.

8 We need to be sure that tourism here is .... otherwise people will stop coming.



Speaking



4 Discuss these questions in pairs.

1 How can a country benefit from ecotourism?

2 How can you encourage ecotourism without harming the places people

Writing

5 Read the article again. Write one paragraph in your notebook about the advantages of tourism, a second paragraph about why ecotourism is important, and a third paragraph on how you could encourage ecotourism in your area.

Tourismcangivepeoplework

WORKBOOK PAGE 6

Video





Before you start

Look at the photos. What do you know about orangutans?
Why do think they're disappearing from the natural world?

Listening

1 Listen and tick (✓) the problems Luca said he had on his holiday.

- [x] He couldn't eat the food.
- [ ] He didn't see any orangutans.
- [ ] A spider bit him.
- [ ] He lost his camera.
- [ ] He got lost in the rainforest.
- [ ] He was sick.
- [ ] He lost his bags.



2 Listen again. Are these sentences true (T) or false (F)? Correct the false sentences.

1 Luca went to India. .... *T* ....
2 Luca took a taxi to the orangutan centre.
....
3 He learned about the work the conservationists do. ....
4 He ate lots of rice. ....
5 The conservationists give food to the orangutans. ....
6 The nearest hospital was close to the orangutan centre. ....



FOCUS ON VOCABULARY

Guess the meanings of these words then check in a dictionary.

lean spicy
swell up trek
conservationist

1 Don't lean over the balcony you might fall.
2 The food is very spicy. I need water.
3 If you fill a balloon with water, it will swell up.
4 The soldiers trekked into the desert.
5 Conservationists protect the wildlife.

3 Discuss this question with a partner.
Is it important to learn something new when you





Language

4 Choose the correct answers to complete the sentences.

1 Omar was cycling/cycled across the Sahara last year.
2 Salma travelled/was travelling around Indonesia when she broke/was breaking her leg.
3 Yesterday, we saw/were seeing some beautiful fish in the Red Sea.
4 My cousin lived/were living in Costa Rica as a child because my uncle was a biologist.
5 The tourists didn't enjoy/weren't enjoying swimming in the sea. It was too dirty!
6 While I was doing/did my homework, mother prepared/was preparing dinner.
7 My grandparents never had/were having a holiday in Alexandria when they were young.
8 Jake arranged/was arranging to visit Madagascar before he started/was starting university.

5 Complete the text with the past simple or continuous form of the verbs in brackets.

Working Together

Last year, I [1] .... (go) to the Faroe Islands for a few days as a 'voluntourist' – I was both a tourist and a volunteer.
I [2] .... (help) the locals to rebuild paths and walls. It was very hard work, but great fun and I [3] .... (meet) other volunteers from all around the world.

While I [4] .... (work) on the islands, I [5] .... (talk) to the people who live there about life in such a remote place. On the second day, I [6] .... (climb) to the top of a hill when the wind [7] .... (blow) my hat off. Fortunately, the family I [8] .... (stay) with [9] .... (give) me another, much warmer hat which I [10] .... (keep) as a souvenir!

LANGUAGE REVIEW PAGE 78

FOCUS ON LANGUAGE

Past simple and past continuous

Past simple

- Use the past simple for completed actions in the past:
  Luca trekked into the forest this morning.

Past continuous

- Use the past continuous (was/were + -ing) to show that an action was in progress at a certain time:
  At 6 o'clock, I was looking at the orangutans.
- Use the past continuous with the past simple to show that a shorter action happened during another longer action:
  I was leaning out of the boat when I dropped my camera. While, As, Just as, when and during
- While, As, Just, When and During
  While(As/ Just as/ when) I was going home, I met one of my best friends.
  When I returned home, mother was prepaying lunch.

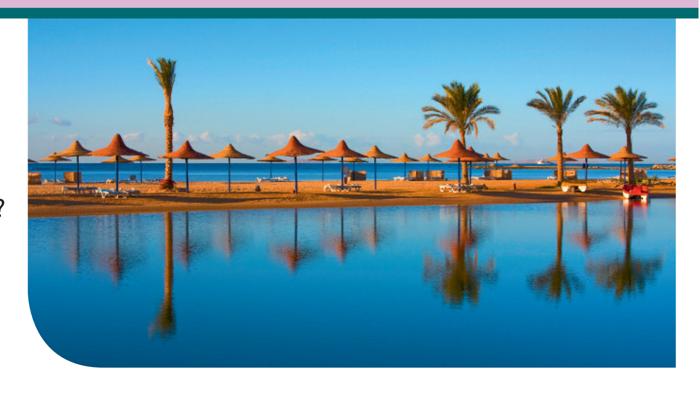
Note that we use the oldest action in the past continuous.

- While is followed by Verb + ing in case there is no subject after it:
  While having lunch, Someone knocked on the door of our flat.
- During can give the meaning of while, but it is followed by a noun:
  During the party, we saw most of our old friends.
- We can have two actions in the past continuous if they are happening at the same time:
  We were tidying our room while our little brother was watching TV.
  I liked that programme.
- Some verbs are not used in the continuous form. These are called stative verbs such as: be, love, like, want, seem, ... etc.
  While I was at home, my uncle suddenly returned from Italy.

WORKBOOK PAGE 7



1 Lesson 3



Before you start



Discuss these questions in pairs.

1 What do you usually do during your school holidays?
2 How do you feel during school holidays?

Reading

1 Read these two blogs. How does each person feel?


James

This is me on our hotel balcony in Sharm El-Sheikh. It's brilliant here and there are loads of things to do. I'm over the moon visiting Egypt. The weather's really hot so we spend most of the time in the water.

My sister and I are learning to dive with some other teenagers at the resort. I love diving; it's so relaxing and you can see all these amazing fish in the sea. I want to get an underwater camera so I can take photos of them.

Last week, we were in Luxor and visited the ancient temples there. I'm not usually interested in history, but I actually found them fascinating and am really glad we went there.





Katy

Day 10 of my summer holidays! I'm so bored – all my friends are away or busy with their family and I'm stuck here at home. The weather's awful and there's nothing to do.

Last week, I went to stay with my grandparents for a few days, which was nice, but they live in a tiny village with no shops. I was helping Granddad in his garden most of the time. He grows all his own vegetables – he says it's cheaper than buying them.

Maybe I'll try and grow some lettuce in our garden when it stops raining. I was watching a programme on TV this morning about gardening – maybe I'll have a new hobby!





2 Answer the questions. Write Katy, James or Both.

A Who …?



1 isn't going away this summer? *Katy*
2 is enjoying himself/herself? ....
3 learnt something new? ....
4 helped grow something? ....
5 enjoyed something they didn't expect to? ....

B Do you think they made good use of their holidays? Why? Why not?



Speaking



3 Discuss these questions in pairs.

1 Is it important to have a holiday every year? Why/why not?
2 Which new hobbies would you like to try during the school holidays? Why?
3 What can you do in your area during the school holidays?

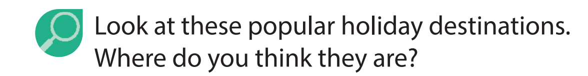
REMEMBER!

Blogs often use idioms:
Over the moon = very excited or happy
I'm stuck = I can't move
Loads of things = a lot of things

WORKBOOK PAGE 8



Before you start



Look at these popular holiday destinations. Where do you think they are?

A

busy

B


C


D


1 In pairs, match the words to the pictures. You can use each word more than once. Write in your notebook.





FOCUS ON VOCABULARY

Check the meanings of these words in a dictionary.

active ancient beautiful boring busy calm crowded exotic isolated modern new noisy old peaceful relaxing quiet

Reading

2 Read about Lara's holiday. Put the sentences a–h in the order you think they happened.

...... a As I was photographing the castle, my little brother started crying.

...... b We walked around Lisbon and I took lots of photos.

...... c We went to the shops, they are a bit expensive but my mum was happy.

...... d My uncle met us at the airport and drove us to the old part of town. It's very quiet and peaceful.

...... e We sailed along the river to see the sun going down. It was beautiful and very relaxing!

...... f We went to Europe to visit my cousins in Portugal.

...... g My uncle decided to take us to a restaurant for lunch.

...... h He was eating an ice cream and a bird stole it! He was very upset.

Writing

3 Work in pairs. Discuss where you could add these words to the text in Exercise 2. Then write the text in order with the joining words to form a complete paragraph in your notebooks.

After that Finally Last year Next On the first day

4 Write a paragraph to describe a place that you have been to. Use Exercises 1 and 3 to help you.

Writing tip

A paragraph is usually three or four sentences long. Begin with the reason you are writing. It is very important to provide a strong topic sentence in a paragraph. A topic sentence is a sentence that summarizes the main idea of the paragraph. It is usually the first sentence. Remember to use linking words (and, but, because, although etc.) when necessary.

WORKBOOK PAGE 9



1 Lesson 5

Treasure Island

Before you read

- Look at the pictures. What do you think the story is about?

Chapter 1

Jim Hawkins:

I'll start by writing about the time when my father owned an inn called the Admiral Benbow, many years ago. I remember the day when a man walked into the inn. He was tall and strong, with an old blue coat and a scar on his face. He looked around him.

"This is a nice, quiet place. I'll stay here. Please, take this up to my room," he said, pointing to a large wooden box.

"You can call me Captain. And this is for you," he continued, handing my father three or four gold coins.

The Captain was usually a quiet man. He spent his days walking on the beach or on the cliffs. When he came back, he always asked, "Did any sailors visit the inn today?" At first, we thought he wanted to find some other sailors, but later we realised that he didn't want any sailors to find him.

In the evenings, the Captain sometimes told stories about his time at sea. My father was worried that nobody would want to visit the inn because they would be frightened by the Captain's stories, but I think people liked them.

The Captain stayed at the inn for months. He did not give us any more money for his room

and my father did not dare to ask him for more.

One morning, the Captain went for a walk along the beach. I was helping my mother to make breakfast when another man walked into the inn. He was thin and pale, with three fingers on his left hand. He sat down and asked, "Is this table here for my friend Bill?"

I told him that I did not know Bill and said that the table was for the Captain.

"Well, my friend Bill might say that he's the Captain," he said. "He has a scar on his face

"That's right," he replied. "I've found my friend Bill! We've had a lot of adventures since I lost these fingers!"

I left them to talk. Then suddenly there were loud shouts and both men stood up and ran outside. The Captain had a sword and then I saw Black Dog running away with blood on his arm. The man continued running until we could not see him.

The Captain walked back into the inn. He looked ill and suddenly he fell over. I thought perhaps he was hurt from the fight. At that moment, the doctor arrived to see my father who was sick.



and likes to tell a story. Is that him?"

"Yes," I said. "He's gone for a walk."

"Which way did he walk?" he asked.

I pointed towards the beach. The man stood up and waited by the door for the Captain to return.

When the Captain saw the man, he looked pale and ill.

"Black Dog!" the Captain said.

"Help us, Dr Livesy! The Captain is hurt!" said my mother.

The doctor looked at him and said, "He is not hurt, but he is very ill. Help me to take him upstairs."

We took the Captain up to his bedroom and the doctor gave him some medicine.The Captain stayed in bed, but he was not quiet. He told me about his travels at sea, and said that he had something which people wanted.

1 Lesson 5



"Black Dog is not as bad as some of the other men." he said, "They all want to find me. Tell me if you see them!"

That evening, my father died. I felt terrible and forgot all about the strange things that the Captain told me.

Then, a week later, I saw a blind man coming down the road towards the inn. He stopped outside the door when he was near and asked, "Where am I? Will a kind person help me?"

"You are at the Admiral Benbow Inn in Black Hill Cove," I told him.

At that moment, he grabbed my hand.

"Take me to the Captain!" he said. "Take me to him now!"

I walked with the blind man into the inn and took him to the Captain. The Captain looked very surprised to see him.

"Now, Bill, stay where you are. I can hear you. Take this." He then put something in the Captain's hand, turned round and left.

The Captain looked at what the man gave him.

"Ten o'clock!" he said. "I have time!"

Then the Captain suddenly fell to the floor. He was dead.

I found my mother and we talked about what we should do. We knew that the Captain had a box in his room and it probably had money in it. The blind man and Black Dog probably wanted this. I thought about taking the box to Dr Livesy, but I did not want to leave my mother. We knew that we were in a danger. We decided to go to the nearest village and ask our neighbours for help guarding the inn.

However, none of the people in the village wanted to help us. They did not come back with us, but one man went to tell Dr Livesy. Another man said that we could have his gun.

It was dark when we returned to the inn. We found the key to the box in the captain's jacket. I also saw the message that the blind man gave to the Captain. It said,"You have until ten o'clock tonight."

We went upstairs and my mother soon opened the box with the key. Inside, we found some clothes, some guns, some papers and other things. We also found a bag with some coins inside.

"We only have time until ten o'clock," I said. "Let's leave before the blind man and Black Dog return."

"I'll only take the money which the Captain owes us," my mother said, opening the bag.

We stood up to leave, and I decided to take the papers from the box, too. We walked as quickly as we could back towards the village, but as we walked, we heard the sound of people in the road behind us.

"Take the money and run," said my mother. "I'm too weak to continue."

I did not want to leave her, so we stopped under a bridge, where we could hide in the dark.



Before you start

Go back and skim the story. Discuss these questions in pairs.

1 Who is the narrator of the story?

2 What do you know about the Captain?

Vocabulary

1 Match to give the correct definitions.

1 scar — A a steep piece of land or rock
2 cliff — B light in colour
3 dare — C a mark on skin from a cut or wound
4 pale — D to take hold of something suddenly
5 sword — E to be brave enough to do something
6 inn — f not able to see
7 blind — g a mark on skin from a cut or wound
8 grab — h a weapon with a long, sharp blade
9 guard — i to protect someone or something
10 owe — j to take hold of something suddenly

2 Choose the correct answer from the list below.

guard - owe - grab - inn - blind

1 He is ….; he can't see.
2 I need someone to ……my villa.
3 I spent a night in a/an…. on my way Alexandria.
4 Jack lent me some money;I ….him 1000 pounds.
5 To …..is to take hold of something suddenly.

Reading

3 Read these quotations? Who is the speaker of each sentence? Why do they say this?

Black Dog — the blind man — Jim
the Captain — Dr Livesy — Jim's mother

1 "Help me to take him upstairs." ……………………
2 "Take me to the Captain!" ……………………
3 "We only have until ten o'clock.' ……………………
4"They all want to find me." ……………………
5"I've found my friend Bill!" ……………………
6 "Take the money and run." ……………………

4 Match to complete the sentences

	A		
1	Jim Hawkins	A	was thin and pale, with three fingers on his left hand.
2	The Captain	B	decided to go to the nearest village and ask their neighbors for help guarding the inn.
3	Black Dog	C	was a doctor.
4	Jim and his mother		didn't help the boy and his mother.
5	Dr Livesy	E	was the narrator of the story
6		F	was tall and strong, with an old blue coat and a scar on his face.

5 Answer these questions.

1 Why did the Captain want to stay in a quiet inn?

……………………………………………………

2 Jim's father thought that the Captain's stories were frightening, but other people liked them What do you think the Captain's stories were about?

……………………………………………………

3 What did the blind man give the Captain?

……………………………………………………

4 Why did the people in the village not want to help Jim and his mother?

……………………………………………………

5 Why do you think the Captain didn't want any sailors to see him?

……………………………………………………

6 In your opinion, what happened between the Captain and Black Dog?

……………………………………………………

7 What does the word 'grab' imply?

……………………………………………………

8 Do you expect Jim will leave his mother? Why? Why not?

……………………………………………………

UNIT 2

Lesson 1

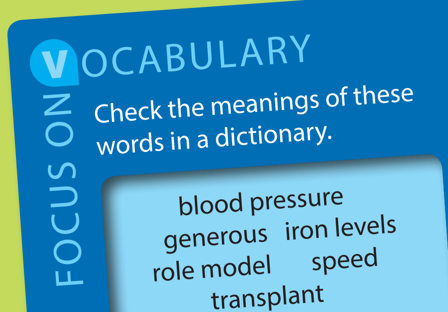
Supporting the community

OBJECTIVES

Reading A text about Egyptian people who give to their communities
Writing Write a biography
Listening An interview with Dr Leelah Hazzah
Speaking Discussion about helping people; Making arrangements
Language Present simple and past simple; Present simple passive
Life skills Empathy

Before you start

- Who is in the photo?
- How do you think he helps people in the community?



People who help

Mohamed Salah

Mohamed Salah is one of Egypt's most famous footballers. He is admired for his speed and ability to score goals. In 2017, he scored the goal to send Egypt to their first World Cup finals since 1990.

Salah has been praised for his kind and generous donations to charity in Egypt. He donated money to his hometown of Nagrig to build a school, and he has helped a children's cancer hospital in Cairo.

Salah's desire to help others is because he wants to give young people a chance to succeed. He is a role model to millions of Egyptians who gave him the nickname 'The Happiness Maker'.

Blood donors

Every year on 14th June, countries around the world take part in World Blood Donor Day to share information about the importance of giving blood.

Why should people donate blood? Donating blood can help people if they have been badly injured or need regular blood transplants because they have a long-term illness.

Giving blood can also have health benefits. All donors have their blood pressure and iron levels checked before donation, so people who donate blood can find out quickly if they have any health problems.

Giving blood can save lives and it is easy to do!



Vocabulary

1 Read both parts of the text. Match the meanings below with words in the text.

1 well-known *famous* ....
2 respected someone ....
3 gave something ....
4 wish ....
5 hurt ....
6 for a long time ....

Reading

2 Read both texts quickly and choose to complete the sentences.

1 Mohamed Salah helps people by
A building houses.
B giving money.
C playing football.
D All of the above.

2 People should give blood because
A it helps injured people.
B it increases health benefits.
C it is not easy to do.
D Both A and B.

3 World Blood Donor Day is on
A 13th June.
B 14th June.
C 24th June.
D 14th of July.

4 What is the main idea of the two texts?
A You can help people if you work in important jobs.
B It is easy to help people, but it takes a lot of time.
C You can help people anywhere at any time.

3 Read the texts again and answer the questions.

1 What do people around the world think of Salah? ....
2 What has Salah helped to build in Nagrig?
....
3 Why is Salah sometimes called 'The Happiness Maker'? ....
4 Why do people celebrate World Blood Donor Day on 14th June each year?
....
5 Why should people donate blood?
....

4 Discuss this question in pairs.

1 What benefits do you think both Salah and the blood donors get from their efforts?
....



Writing



5 What can you do to help your community? Write a list in your notebook, then compare your ideas with your partner.



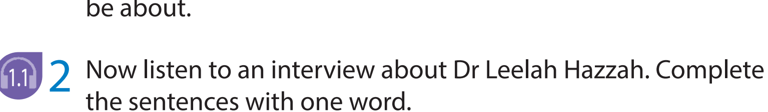
2 Lesson 2



Listening

1 You are going to listen to a talk. First, look at the photos. In pairs, discuss what you think the talk will be about.

1.1 2 Now listen to an interview about Dr Leelah Hazzah. Complete the sentences with one word.



Conservation in the community

There were lions in 1 *Egypt* in the past, but now they have all gone. Dr Leelah Hazzah first heard about lions from her 2 .... This inspired her to study biology and conservation. There are now less than 3 .... lions in Africa today.

Villagers are often 4 .... with the lions as they kill their cows and goats. When the villagers kill a lion, a young man gets a new 5 ....

Leelah Hazzah studied in America, then spent one 6 .... with the Maasai in Kenya. Now she works with Lion Guardians, who recognise that the Maasai have the 7 .... to find wild lions.

These days, many young men do 8 .... with the conservationists. Lion Guardians gave some men 9 .... so that they can earn regular money.

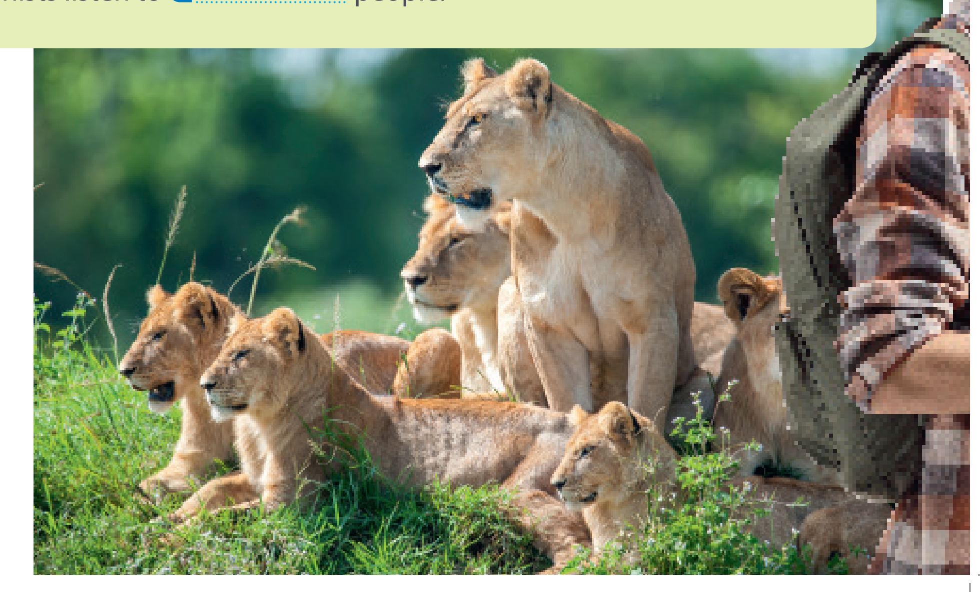
It is important that conservationists listen to 10 .... people.

Speaking



3 Discuss these questions in pairs.

1 Do you think that conservation programmes are of benefit to the environment? Why? Why not?
2 What other conservation programmes do you know about?



FOCUS ON LANGUAGE

LANGUAGE REVIEW PAGE 79

Present simple and past simple

Use the present simple

- for situations or actions that are usually true:
  Mohamed Salah gives money to help build a school in Egypt.
  The earth goes around the sun.
- for habits or repeated actions, often with frequency adverbs:
  I often watch television in the evening.
  I usually go to school by bus/ I'm used to going to school by bus
- In timetables and after time clauses:
  I go home after I finish work.
  The first lesson starts at 8.15.

Use the past simple

- for completed actions and successive actions in the past:
  Leelah Hazzah moved to Kenya to study lions.
  Last weekend, I went to the club and met my friends.
- for repeated actions and habits in the past:
  Leelah's father told her stories every evening when she was a child.
  My grandfather always walked to work when he was young. (He used to walk to work when he was young.)

Questions
For questions in the present simple, use do and does:
Do you like lions?
Does Mohamed Salah play for Liverpool?
For questions in the past, use did:
Did Leelah Hazzah study in America?

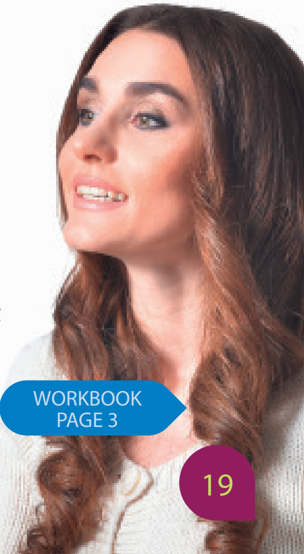
4 Complete the sentences with the correct present or past simple form of the verbs in the box.

be
eat
move
~~score~~
talk
watch

1 Mohamed Salah ....*scores*.... a lot of goals.
2 In 2017, my parents .... to Luxor.
3 How often .... you .... fruit and vegetables?
4 I always do my homework before I .... television.
5 There .... thousands of people at the football stadium yesterday.
6 The TV presenter .... to her viewers in a very friendly way.

5 Choose the correct answers to complete the dialogue.

Karim: I'm bored – all my friends are away on holiday and I ❶ have / had nothing to do.
Mum: Well, why ❷ don't / didn't you do sport or do some work helping in the town?
Karim: That's a good idea. Do you ❸ know / knew what I could do?
Mum: Your cousin ❹ helps / helped at the community centre last summer. Do you ❺ remember / remembered?
Karim: ❻ Does / Did he enjoy it?
Mum: Yes, and he ❼ makes / made lots of new friends. I ❽ know / knew that they have basketball games there and you're really good. Why don't you ❾ go / went and teach basketball?
Karim: That's an idea. I always ❿ love / loved sports at primary school and I like kids!



WORKBOOK PAGE 3



2 Lesson 3

Before you start

- Who are the people in the photos?
- What do you think hunting parties are, and why do they kill lions?
- Why is it important to protect animals such as lions?

Reading

1 Read the text and check your answers.

2 Read the text again, and answer the questions

1 Name three reasons why the Maasai men are selected to be Lion Guardians.

2 What do you think will happen if lions disappear from Africa?

3 Summarize the text in no more than 30 words.

Language

3 Read the text again and underline all the passive forms.

4 Complete the sentences with the correct form of the verb in brackets.

1 The young men *are taught* (teach) to be field biologists.

2 Local people .... (give) jobs.

3 The community .... (encourage) to look after the lions.

4 Lions .... (not hunt) as much as in the past.

5 Money .... (bring) into the area by tourists.

6 Lion Guardians .... (need) in other countries.

REMEMBER!

Words for jobs often end in -ist, for example biologist, artist, scientist.



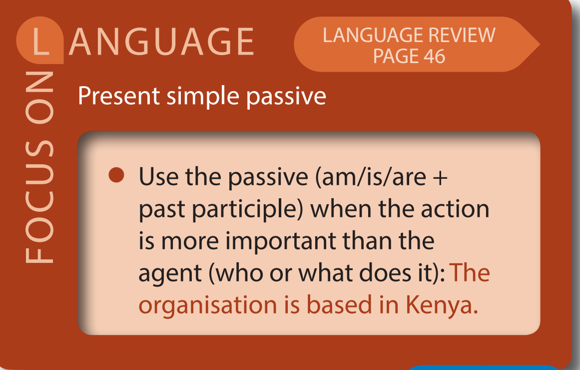
Lions are disappearing all over Africa but there is some hope now after the amazing work of an **organisation** called Lion Guardians, which is based in Kenya, but Guardians help in nearby Tanzania. The aim of Lion Guardians is to help local people to protect their own **livestock** and reduce the number of lion killings in the area.

Cattle are important to the villagers but they often go missing or are attacked by lions. Then the lions are killed as villagers worry about losing more livestock.

Lion Guardians is changing this. The organisation works with the community to help both the lions and their livestock and this is done by employing local people. Maasai men are chosen to become **guardians** as they understand lions and have the skills needed to **monitor** their movements, find missing livestock and stop **hunting parties** who kill the lions for sport. They are taught to be field **biologists** and are given a sense of responsibility.

Lions are monitored everyday and the information is sent to the cattle farmers who can then make sure their cows are safe.

Lion Guardians are very successful. They help the future of lions as well as the local communities.



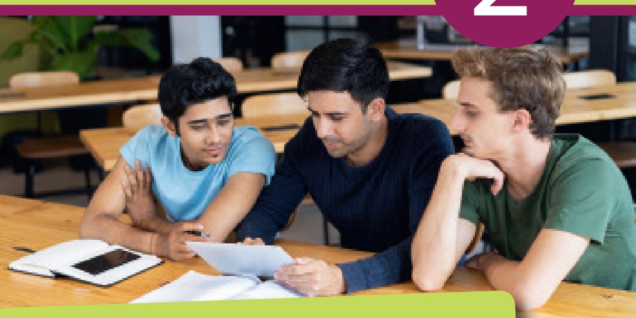
FOCUS ON LANGUAGE

LANGUAGE REVIEW PAGE 46

Present simple passive

- Use the passive (am/is/are + past participle) when the action is more important than the agent (who or what does it): The organisation is based in Kenya.

WORKBOOK PAGE 4



Writing

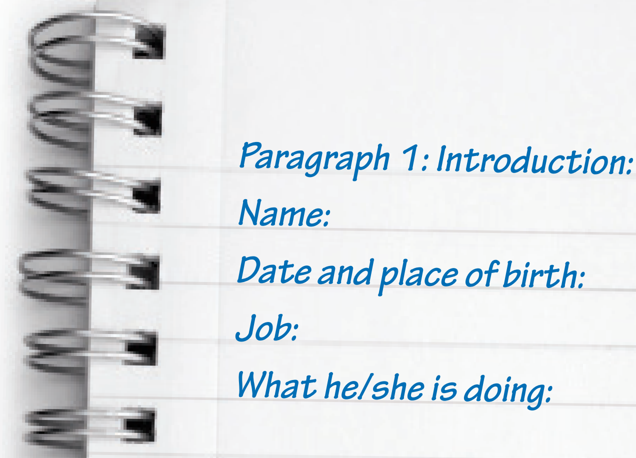


1 In groups find out about other famous Egyptians who are helping their communities.

- Choose someone you are all interested in, then use the internet to do your research.

2 Complete the notes about the person you choose. Write at least two ideas under the heading.

Useful Expressions
- … was born in …
- He/She lived in … as a child but moved to …
- He/She works …
- He/She helps …
- His/Her work is …
- I think he/she is important because …



Paragraph 1: Introduction:

Name:

Date and place of birth:

Job:

What he/she is doing:

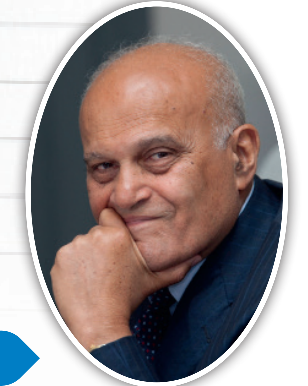
Paragraph 2: Body

How this helped the community:



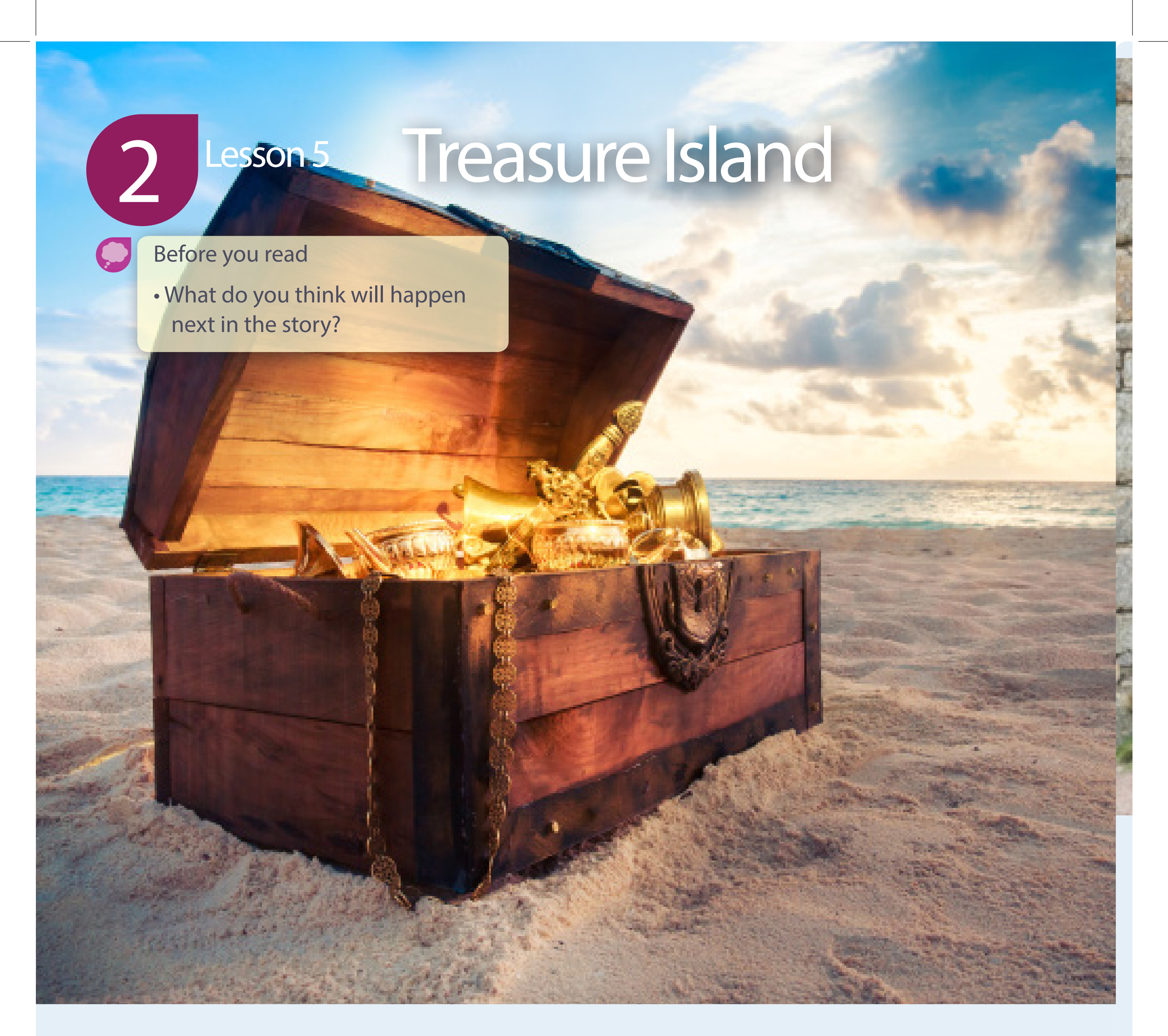
Paragraph 3: Conclusion

Why you think he/she is important:



3 Use your notes to write about the person you chose. Write a simple three-paragraph essay with an introduction, body and conclusion.

WORKBOOK PAGE 5



2 Lesson 5 Treasure Island

Before you read

- What do you think will happen next in the story?

Chapter 2

I could see the road from where we were hiding, and soon I saw eight men. One of them was the blind man. I saw them walk down the road to the Admiral Benbow Inn. They were surprised to see that the door was open, then they all ran inside. I heard someone shout, "Bill's dead!"

"Go and find his box," said the blind man.

A little later, a window opened from the Captain's bedroom and a man called out, "Someone has opened the box!"

"Is it there?" said the blind man.

"Only the money is there," replied the man.

"It's the boy and the woman from the inn!" shouted the blind man. "Let's find them!"

The men started to look around the house.

"If you find it you'll all be rich!" said the blind man.

At this time, we heard horses coming down the road. When the men heard the horses, they started to run in all directions.

The horses arrived, so I ran out to see who was riding them. One of them was the boy who went to get Dr Livesey, and the rest were policemen. Two men took my mother to the



village, where she soon felt better, and the others tried to catch the men. But it was too late: we heard that they escaped on a boat.

I returned to the Admiral Benbow with the police.

"What did they want?" said Mr Dance, the head of the police.

"I think that they wanted this," I said, showing him the papers that I still had in my jacket. "I'd like to take them to Dr Livesy."

"That's a good idea," said Mr Dance. "He's a magistrate as well as a doctor. He'll know what to do. I'll come with you."

We found that Dr Livesy was not at home, but was eating at the house of Mr Trelawney, an important rich man. Mr Trelawney asked us into his house. I showed Mr Trelawney and Dr Livesy the papers that the Captain had in his box.

"I think this might be a clue as to where Flint buried his treasure!" said Dr Livesy.

"That is why those men were not interested in money," agreed Mr Trelawney. "If you are right, we should take the next boat from Bristol and go and find the treasure ourselves!"

"If Jim here agrees," said the doctor, looking at me, "we should look at these papers now."

The doctor looked at the papers. Some of them seemed to describe the ships that the Captain and his men had robbed of money. Then we looked at the other papers and saw a map of an island, with a big cross on it next to the words, "most of treasure here."

"Dr Livesy, we should go to Bristol tomorrow," said Mr Trelawney. "In a few days, we'll find the best ship in England. Jim Hawkins here can come as our ship's boy. You can be the ship's doctor."

"I agree," said the doctor, "but those men who tried to find the map will now be looking for us. We are not safe anymore. We must not tell anyone else what we know."

It took us longer than we thought to be ready to leave England. While Mr Trelawney prepared for the journey in Bristol, I stayed at Mr Trelawney's house with his servant Redruth and spent hours studying the map, thinking about the treasure that we might find.

One day, a letter was sent to me from Mr Trelawney. It said that a good man called Blandly had a ship called the Hispaniola for us. Trelawney said that he had found a crew ready to work on it. The crew included a man called Long John Silver, who had lost a leg but was a good cook. Silver also knew other men who would join us. Trelawney said that everyone was excited by the thought of the treasure. I was surprised by this, as I thought we had to keep the news of the treasure a secret.

I was very excited by the thought of the journey and I went to say goodbye to my mother at the Admiral Benbow Inn. I was very sad to leave her the next day, when I travelled to Bristol with Redruth. We had just one night in the city before we were going to sail.





Before you start

Go back and skim the story. Discuss these questions in pairs.

1 What were the eight men searching for?

2 What do you know about Mr Trelawney?

Vocabulary

1 Complete the sentences with these words from the story.

clue crew escape head magistrate rob servant

1 The .... of the ship all worked together to travel across the sea.

2 The police are searching for .... s to the murder.

3 The police caught that man trying to .... the bank and take lots of money.

4 Nobody can .... from that prison.

5 The king has many ....s who do the cooking and cleaning in his palace.

6 The thief has to tell the .... why he stole the car.

7 The .... of the football team can tell the other players what to do.

Reading

2 Put these events in the correct order.

a ☐ Mr Trelawney and Dr Livesey decide to search for the treasure.

b ☐ Mr Blandley finds a ship and a crew.

c ☐ Jim says goodbye to his mother.

d ☐ Jim shows the Captain's papers to Dr Livesy and Mr Trelawney.

e ☐ The men try to find Jim and his mother.

f ☐ Eight men come to the inn and search for the Captain's box.

g ☐ Dr Livesy and the policemen arrive.

3 Complete the table.

Characters	Jobs that they will do on the Hispaniola
Jim Hawkins	....
Dr Livesy	....
Long John Silver	....

4 Work in small group to answer these questions.

1 Why were the eight men searching for the paper?

....

2 "It's the boy and the woman from the inn!" What does the blind man mean by this sentence?

....

3 What does 'There' in line twelve, and 'It' in line seventeen refer to?

....

4 How were Jim and his mother saved from the eight men?

....

5 What do you think would have happened if the blind man and his men found the boy and his mother?

....

6 Why did Jim want to give the papers to Dr Livesy?

....

7 What did Mr Trelawney think they should do about captain Bill's papers?

....

8 If you were in Jim's place, would you go to look for the money robbed by the Captain and his men?

....

9 Give a suitable title to the chapter.

....

10 How do you think the crew found out about the treasure?

....

11 Do you think it is good that the crew know about the treasure? Why? Why not?

....

UNIT 3

Lesson 1

Improving lives

OBJECTIVES
- Reading A summary of David Copperfield
- Writing A short story
- Listening A talk about the effect of Charles Dickens' books
- Speaking Discussing a topic
- Language Past simple and present perfect
- Life skills Empathy, Sharing

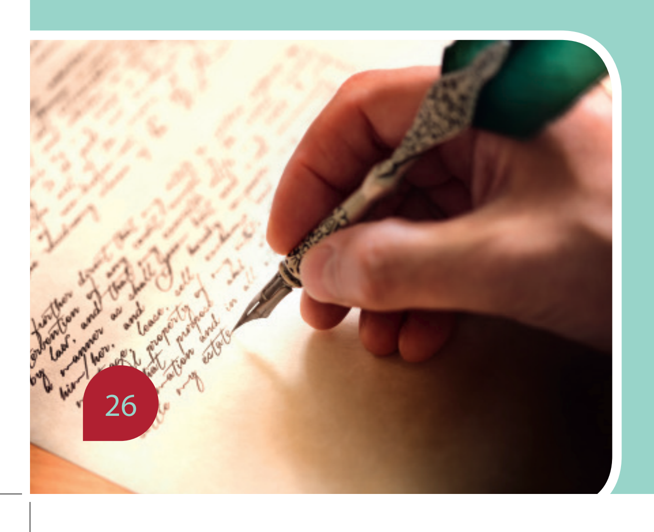
Before you start

You're going to read an extract from the book David Copperfield by Charles Dickens. Before you read, discuss the answers to these questions.

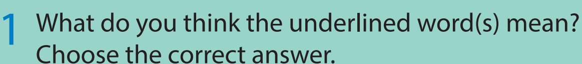
What do you think happened in the past to people who did not have any money?

What do you think happened in the past to the many people who became ill?

What do you think happened in the past to the children who did not have parents to look after them?



Vocabulary



1 What do you think the underlined word(s) mean? Choose the correct answer.

1 I never borrow money so I never have <u>debts</u>.
A money you must give to someone
B money you would like C visits to the bank

2 Footballers often <u>earn</u> a lot of money.
A pay B receive for doing work C take

3 Judy buys cotton from a <u>merchant</u> and uses it to make clothes.
A a school B a shop
C a person who buys and sells a lot of goods

4 You bought me my theatre ticket yesterday, so I <u>owe</u> you some money.
A have to pay back B can't give C am happy to give

5 Poor Ahmed is <u>miserable</u>. He missed his bus, broke his phone and found out that he didn't pass his exams!
A happy B very sad C late

6 My baby sister never stops eating! She is <u>plump</u>, healthy and happy!
A ill B fat in a nice way C angry

7 People who break the law go to <u>prison</u>.
A a place to keep criminals B another country
C your home

8 The farmer got a cat after he had a problem with <u>rats</u>.
A bad people B animals like big mice C dirty water

David Copperfield

'This is Mr Quinion, David,' Mr Murdstone said. 'You're going to work for him at Murdstone and Grinby, the bottle merchants, in London. You'll earn enough money to pay for your food, and I've arranged a place for you to live.'

I was ten years old and I was going to go to work.

And it was hard work. I went to a dirty old house near the river where rats lived under the floors. There my job was to wash empty bottles with three other boys, and I hated it.

One morning, a plump man came to see me with Mr Quinion.

'Ah, Master Copperfield!' the man said 'This is Mr Micawber,' Mr Quinion told me. 'You will be living at his house.'

And that evening, Mr Micawber took me home. His wife – a thin, tired-looking lady – was sitting with a baby. The baby was one of twins, and they had a boy of four and a girl of three.

I soon discovered that the Micawbers were poor and that Mr Micawber owed money to several people. One morning the police came and took Mr Micawber away to prison because of his debts. I went to see him there the next Sunday.

'If a man earns twenty pounds a year and spends nineteen pounds, he'll be happy,' he said. 'But if he spends twenty pounds and a penny, he'll be miserable.'

Reading

2 At the beginning of David Copperfield, David's mother dies and he has no parents. The man who looks after him, Mr Murdstone, has some more bad news for him. Read the extract and find out what this is.

3 Read the extract again and check your answers to the Before you start section.

4 Are these sentences true (T) or false (F)?

1 David Copperfield is not going to live with Mr Murdstone any more. ☐

2 Mr Murdstone found him a good job at a modern building. ☐

3 Mr and Mrs Micawber had four children. ☐

4 The police took Mr Micawber to prison because he often hurt people. ☐

5 Mr Micawber tells David that he would be very unhappy if he had money. ☐

REMEMBER!

You cannot use very before strong adjectives like miserable because it already means very unhappy.

To which of these adjectives can you add very to make them stronger?

good amazing terrible cold

Speaking

5 Discuss these questions in pairs.

1 Why do you think Mr Murdstone sent David to work in a factory?

2 Who did David work with and why?

3 Why do you think that Mr Micawber wanted David to live in his house?

4 Do you think that people who owe money should go to prison? Why/Why not?

5 'If a man earns twenty pounds a year and spends nineteen pounds, he'll be happy.' Do you agree with Mr Micawber? Why/Why not?



I think Mr Murdstone didn't want to give David money, so he wanted him to earn his own money in a factory.

WORKBOOK PAGE 10



3 Lesson 2

Before you start

Work in pairs. Discuss these questions.

- What do you remember about the story David Copperfield?
- Do you know any similar stories about children who have difficult lives? If yes, which is your favourite story? Why?
- Novels are not real, but do you think they can teach us about life? How?

Language

1 Underline all the verbs in these sentences. Write PS (past simple) or PP (present perfect).

1 I've never read David Copperfield. PP
2 I read David Copperfield two years ago. ....
3 Adel has just finished reading David Copperfield. ....
4 My sister hasn't read David Copperfield since high school. ....
5 I read some of Charles Dickens' books last year. ....
6 Aya studied English for years and she read David Copperfield then. ....

2 Work in pairs. What is the difference in meaning between these sentences?

1 I lived in Qena for years.
I've lived in Qena for years.
In the first sentence: I don't live in Qena now.
In the second sentence: I live in Qena now.

2 I'm reading David Copperfield.
I've just read David Copperfield.
....
....

3 Amal has stayed in Hurghada, for two years.
Amal stayed in Hurghada two years ago.
....
....

3 Work in pairs. Discuss these questions

1 Have you ever read David Copperfield?

No, I've never read *David Copperfield*.

2 How many books did you read last year?
3 When did you learn to read?
4 Have you ever read any books by English writers?

FOCUS ON LANGUAGE

LANGUAGE REVIEW PAGE 80

Present perfect and past simple

Use the present perfect (have/has + past participle) for

- actions that started in the past and continue: I've lived in Qena for ten years. I've lived there since I was a child in 2001.
- actions which have happened very recently: I've just finished reading David Copperfield.
- actions which have not happened but might happen in the future: I've never read David Copperfield. / Ahmed has already travelled to London, but he hasn't visited Paris yet.
- questions and answers about people's experiences: Have you enjoyed today's lesson? Yes, I've had a great time. / Have you ever been to Aswan? No, I've never been there .

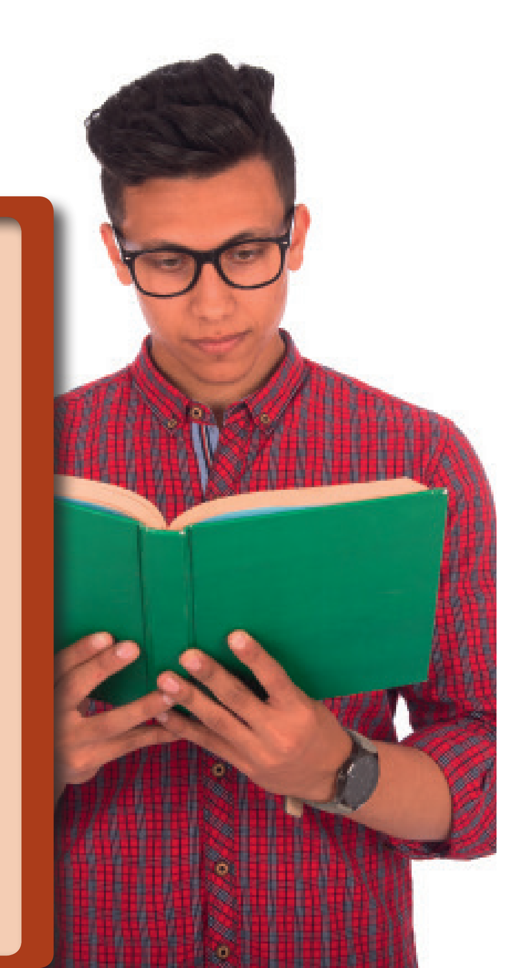
Note:

has/has been to (went and returned)

have/has gone to (went and is still there).

Use the past simple for

- actions that started and finished in the past: He lived in London in 2016. / I read Black Beauty two years ago.



Listening



3 You're going to listen to a talk about Charles Dickens. Which of the following is something that Dickens and David Copperfield did not both do? Tick (✔).

1 They were both successful writers. ☐
2 They had a stepfather. ☐
3 They worked in a factory when they were young. ☐





4 Listen to the talk and answer the questions.

1 What did Charles Dickens want people to do after they read his books?
Do something to change the world.
2 Who did Charles Dickens most want to help?
....
3 Why did he want to help them?
....
4 What did Charles Dickens want rich people to do?
....
5 In Charles Dickens' opinion, which group of people will lead happier lives?
....





5 Listen again. Find and correct the factual mistakes in these sentences. Some sentences may be correct.

1 Charles Dickens left school when he was ten years old.
Charles Dickens left school when we was 12 years old.
2 There was a new law in 1834 which made life worse for poor people.
....
3 Dickens spent three years writing David Copperfield.
....
4 Dickens thought that Mr Micawber and Mr Wickfield were helpful and kind people.
....
5 Uriah Heep was successful because Dickens thought he was good at playing tricks.
....

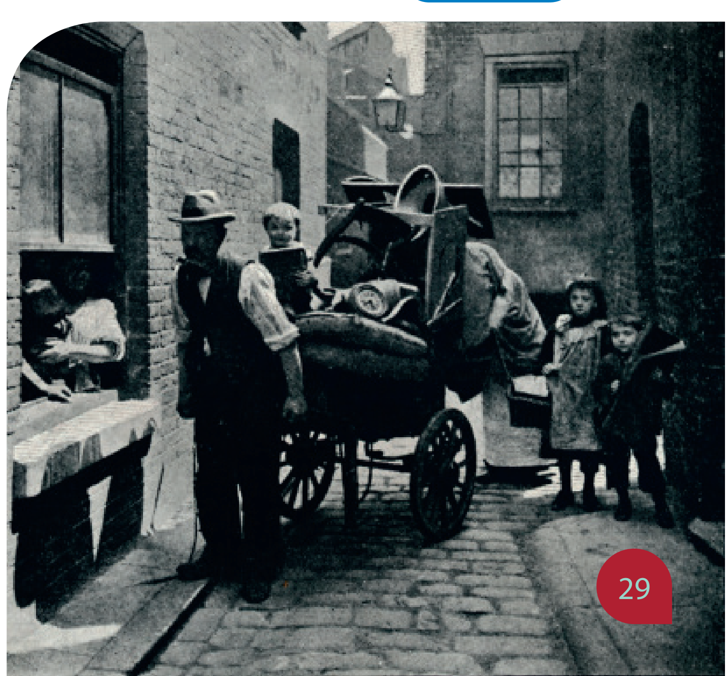
Speaking



6 Discuss these questions in pairs.

1 Do you think Charles Dickens' books have changed people opinions about poor people? Why/Why not?
2 Have you read a book that has changed your opinion? If yes, what was it and how did it change your opinion?


WORKBOOK PAGE 11



3 Lesson 3

Before you start

Work with a partner and number the order of the things that happen in a story.

a There's a problem or something goes wrong. ☐
b We find out what happens when things are OK again. ☐
c We find out where and when the story is happening and meet the main character. 1
d The problem is solved and things are OK again. ☐

Listening

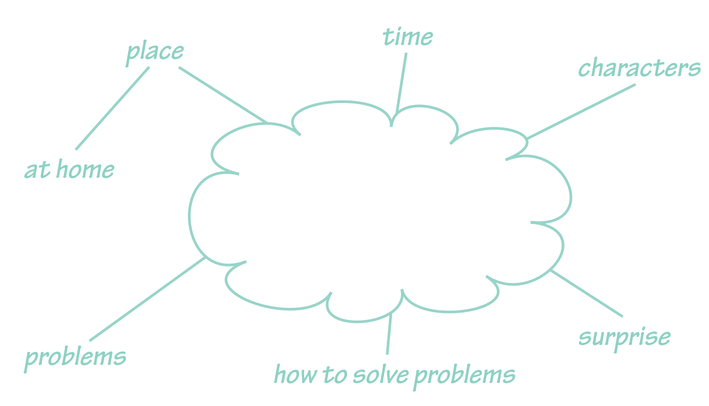
1.6 **1** Listen to an expert talking about the structure of a short story and check your answers.

1.7 **2** Listen to the expert again. Complete her four tips for writing short stories with the correct word or words.

1 It's important to ....*plan*.......... your story.
2 Don't spend too much time .... places and people.
3 It's a good idea to have .... problems.
4 In this third part of the story, there should be a .... for the reader.

Writing

3 Think of an idea for a short story. Brainstorm the place, the time, the main character(s), the problem the characters will have, what they will do so things are OK again and the surprise at the end of the story.





4 Make brief notes about what happens in each part of your story in the table.

	What happens?
Part 1	
Part 2	
Part 3	
Part 4	

WORKBOOK PAGE 12



Before you start

- Do you help your community?
- Why should we respect the people who help their community?
- What do they do?



Reading

1 Read the text message that Heba has sent to her friend, Amal. What does Heba want to do? Which voluntary work do you think Heba should do? Why?



Hi Amal! Can you help me? ☺ I really want to do something to help other people in my free time, but I don't know what I can do. Do you have any suggestions for voluntary work I could do? Heba

2 Read Amal's reply. Who does Amal suggest that Heba could help? Read and tick (✔).



Hi Heba! Good to hear from you! Why don't you try visiting old people in their homes? You could also help disabled children with their work. And how about looking after the baby animals at Youssef's farm? Amal

a old people ✔
b disabled children ☐
c babies ☐
d teachers ☐
e animals ☐



Language

3 Read Amal's message again. Underline the phrases for making suggestions that she uses, like the example..

Speaking

4 Work in pairs. Make conversations using the expressions for making suggestions in the box.

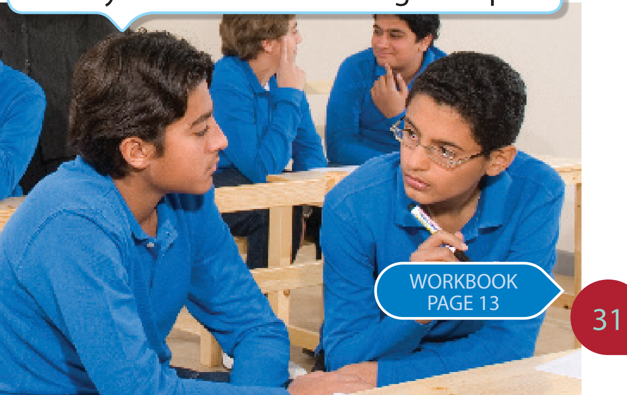
a Student A: You want to help children in your town or city. Ask your partner to suggest three ways you could do this.

Student B: Make three suggestions for ways your partner could help children.

b Student A: You want to help old people in your town or city. Ask your partner to suggest three ways you could do this.

Student B: Make three suggestions for ways your partner could help old people.





WORKBOOK PAGE 13

3 Lesson 5

Treasure Island



Before you read

• What do you think life is like on the *Hispaniola*?

Chapter 3

The next morning, Mr Trelawney asked me to take a note to Long John Silver. I went to the inn which Silver owned. It was full of people, but I soon saw a tall, strong man with one leg. He looked very happy and seemed to know all of the people there. I walked up to him and gave him the note. When he saw that it was from Mr Trelawney, he looked surprised and said, "Ah, you must be the new ship's boy!"

At that moment, one of the men in the inn quickly left the room. I saw that he had three fingers on one hand.

"It's Black Dog!" I called. "Stop him!"

"Yes, stop him! He did not pay for his food!" called Silver to one of his helpers. The helper ran after the door.

"Do you know that man? Black Dog, is it?" Silver asked me.

"Yes, he was one of the men who attacked my home. Did Mr Trelawney tell you about that?" I replied.

"Ah, yes. I've seen him in my inn before. He sometimes comes with a blind man."

"The blind man is called Pew," I said. "He was with Black Dog when they attacked."

"Then we must catch them both," said Silver. However, the helper returned and said he could not catch Black Dog.

"Well, we must return to Mr Trelawney," said Silver.

We walked back along the harbour past boats of different sizes, all preparing to go to sea.



Silver told me all about the boats and I knew that he was a great sailor.

We found Dr Livesy with Mr Trelawney when we returned to his hotel, and told them about Black Dog.

"There is nothing we can do now," said Mr Trelawney. "We leave at four o'clock this afternoon. Get your hat, Jim, we'll go on the ship now," he said to me.

It took some time to reach the Hispaniola. When we walked onto the big ship, the captain, Smollett, did not look happy to see us.

"What's the problem?" asked Mr Trelawney.

"I don't like the men on this ship and I'm not happy about where we're going," he said.

"Why not?" asked Dr Livesy.

"I was told that the destination of the journey was a secret," he explained. "But the crew tell me we're looking for treasure. I know that looking for treasure always means danger. And when I go on a journey, I like to be able to choose my own crew."

"Don't you like the crew we chose?" asked Mr Trelawney.

"If I sail with them, I want you to stay at the front of the ship for all the journey, and to keep guns with you. And don't show anyone the map," said Smollett.

"Are you worried there will be a mutiny?" asked Dr Livesy.

"It's my job to keep you safe, that's all,' said Smollett, and walked to another part of the ship.

"I think you've two good men on the ship," said Dr Livesy. "That's Long John Silver and Captain Smollett."

"I know Long John Silver is a good man," said Mr Trelawney, "but I don't think Captain Smollett is."

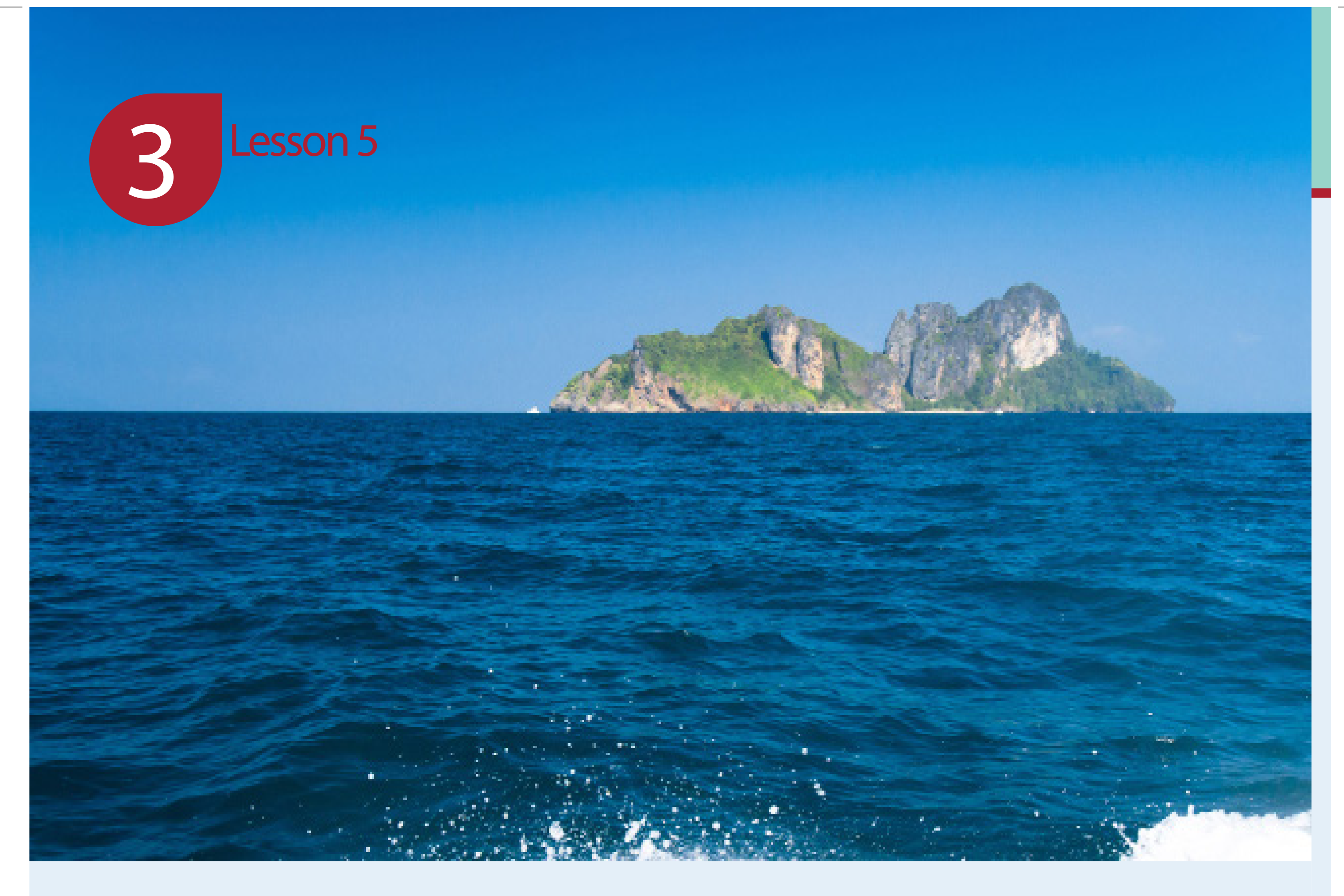
I agreed with Mr Trelawney. I did not like Captain Smollett.

The *Hispaniola* finally left Bristol and our long journey began. Silver was able to walk around the ship on one leg, using only a crutch. All the men liked him and he was a good cook, his kitchen always clean. When he wasn't working, he looked after his parrot. He called it Captain Flint and said it was 200 years old. The parrot could talk, too, which always made me laugh.

One night, before I went to bed, I decided to eat an apple. The apples were kept in a big barrel which I climbed inside, because it was nearly empty. Before I left the barrel, I heard a man talking nearby. It was Silver and what he said was terrible.

"On that journey, Flint was the captain," he said. "It was then that I lost my leg and Pew became blind. After that journey, I put a lot of money in the bank. It was a great journey, and most of the same crew are on this ship today."

3 Lesson 5



"You won't be able to return to Bristol after this journey," said another sailor called Dick. "What will happen to your inn?"

"I've sold it," said Silver. "My wife has the money and is waiting for me to return in a secret place. And after this journey, you'll have lots of money, too."

Another man joined them and said, "I'm tired of waiting. When can we attack Captain Smollett?"

"You must be patient," said Silver. "Trelawney has the map, so we wait until they have found the treasure. We might also want Smollett to take us home before we attack."

"We shouldn't wait that long," replied another sailor.

"You're like the others," said Silver. "You want to do things quickly. That's what Pew and Flint wanted to do. What happened to them? Pew is blind and Flint is dead."

I began to realise that Silver was not only a cook, but he was also a pirate, and the other crew were part of his gang.

"No, we wait," continued Silver. "When the time is right, I'll kill Trelawney and his friends! Now, Dick, can you get me an apple?"

When I heard these words, I was very frightened. However, before Dick came to the barrel, I heard another sailor call out:

"I can see land!"

It was this news that saved me, because the sailors now all forgot about apples. We were near the Treasure Island.



Before you start

Go back and skim the story. Discuss these questions in pairs.

1 What were the eight men searching for?

2 What do you know about Mr Trelawney?

Vocabulary

1 Choose the correct definitions.

1 harbour	a a brightly coloured bird which can learn to speak
2 mutiny	b a special stick which you put under your arm to help you walk when you have hurt your leg
3 crutch	c a sailor who attacks ships and steals from them
4 parrot	d an area of water next to the land where ships can stay safely
5 barrel	e a group of people that causes trouble
6 pirate	f when a group of people refuse to obey the person in charge of them and take control for themselves
7 gang	g a large container made of wood
8 secret	h an act of violence that is intended to hurt a person or damage a place
9 patient	i known about by only a few people and kept from others
10 attack	j able to wait calmly for a long time

Reading

2 Which is the best description of Long John Silver?

1 He's a good man and a good sailor, but he's unhappy because he did not choose the crew on the Hispaniola. ☐

2 He's a pale pirate with three fingers. He runs away from the inn when Jim sees him. ☐

3 He's a tall, friendly man with one leg. He's an excellent sailor, but he's also a pirate and is planning to attack Trelawney and his friends. ☐

3 Work in groups to answer these questions:

1 Does captain Smollett trust his crew? How do you know?

....

2 'Looking for treasure always means danger', Why do you think captain Smollett said so?

....

3 Do you think Trelawney and Jim's first impression on captain Smollett was right? Why?

....

4 Who are the two good men on the ship Dr Livesy was talking about?

....

5 Who was Captain Flint?

....

6 Silver and Pew were old friends. Explain.

....

7 What is Silver's secret plan on the Hispaniola?

....

8 'You want to do things quickly', what does this quotation tell you about Silver's character?

....

9 Jim's luck saved him from Silver and his men. Explain.

....

Speaking

4 Discuss these questions in pairs.

1 Not all that glitters is gold. Explain referring to Silver and Smollett.

2 How do you think Jim felt when he learned about Long John Silver's true character?

3 'Most of the same crew are on this ship today', what do you think would happen next after reading this quotation?

REVISION

R1 Lesson 1

Before you start

- Which sports stars do you know?
- Why are they famous?
- Who are the people in the photos?

Reading

1 Read both texts and answer these questions.

1 Who is good friends with Mohamed Elneny?
2 How has Ramy Ashour helped young Egyptians?

2 Are these sentences true (T) or false (F)?

1 Mohamed Elneny and Mo Salah became friends in Nasr City. *T*
2 Elneny moved to Europe at the same time as Mo Salah. ☐
3 Mo Salah followed Elneny to Switzerland. ☐

Mohamed Elneny

Mohamed Elneny is a famous Egyptian footballer. He is a strong player, and he has played for the Egyptian national team more than 60 times. He has scored more than six times for Egypt, and he is often on television. Elneny was born in 1992 and moved from his boyhood club Al Ahly, in Cairo, to Al-Mokawlon in Nasr City in 2010. He played for Al-Mokawlon at the same time as Mohamed Salah, and the two footballers became good friends. In 2013, Elneny went to Switzerland and joined Basel, one year after Salah went to the same club. Then Elneny went to London, England to join Arsenal.

He is still good friends with Salah. 'I'm happy to have been with him since the beginning and he has not changed,' he says.



Ramy Ashour

Ramy Ashour is one of Egypt's most famous faces. For many years, he was the best squash player in the world. Ramy was born in Cairo in 1987. In 2004, he won the World Junior Squash Championship when he was just 16. He was the youngest player ever to win it. Ramy also won the Professional Squash Association World Championship three times, and he was probably the best squash player in the world for ten years. In 2013, he became the first Egyptian to win the oldest tournament in squash, the British Open. Ashour is a role-model for many young Egyptians. They play squash because of him.

4 Elneny says that Mo Salah is different now. ☐
5 Ramy Ashour was probably the world's best squash player for ten years. ☐
6 Ashour was the oldest person to win the British Open. ☐
7 Many Egyptians play squash because of Ramy Ashour. ☐

Vocabulary

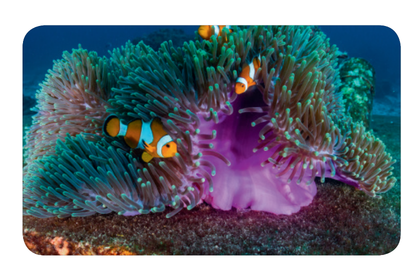
3 Complete the sentences with these words from the text.

~~admire~~ blood pressure desire donate generous

1 I ......*admire*...... my grandfather because he worked hard for many years to help his wife and six children.
2 Our uncle gave us money for ice cream. He is very ....
3 If your .... is too low or too high, you can feel unwell.
4 My sister has a strong .... to be a doctor. That's why she always works so hard.
5 People can .... blood to help others.



Listening





1 Look at the photos. In pairs, discuss what you think the radio programme will be about.

1.8 2 Now listen to a radio programme about student volunteers and check your answers to Exercise 1.

1.9 3 Listen again and answer the questions.

1. What problems did Adam find on the Red Sea coast?
   ....
2. What did Adam do from a boat?
   ....
3. What happens to some of the turtles' eggs in Greece?
   ....
4. Why was the work in Greece often tiring?
   ....
5. How do we know that the area Munir worked in was isolated? ....
   ....
6. Why wasn't Munir's work easy?
   ....

1.10 4 Listen again. Find and correct the factual mistakes in these sentences.

1. Volunteers are well paid for their work.
   Volunteers are not paid for their work.
2. Few tourists see the fish in the Red Sea.
   ....
3. The problem in Greece is that turtles do not lay many eggs. ....
   ....
4. Lara did not often see the big turtles when they left the beach. ....
   ....
5. Munir worked with wild elephants. ....
   ....
6. The snakes in the rainforest were not dangerous. ....
   ....

Language

1.11 5 Listen again and complete these opinions.

1. Adam: I'm sure my work has ....
   ....
2. Lara: In my opinion, it's a great ....
   ....
3. Munir: I don't think ....
   ....

6 Match to make sentences from the recording

1. While the tourists were lying on the beach,
2. While the tourists were eating in a restaurant,
3. When Lara was on the beach at night,
4. A spider bit Munir's hand

a. a team of people helped to clean the beaches.
b. when he was putting something in his pocket.
c. Adam was monitoring marine life from a boat.
d. many of her friends were sleeping.

Speaking


7 Discuss in pairs.

1. In your opinion, which of the people in the recording did the most interesting work? Why?
2. Do you think that all young people should work as a Volunteers? Why/Why not?

Reading

1 Read this blog. What is different about characters in a short story and a long story?



Why write a long book when you can write a short story? A short story can have 200 words or less. The writer can't describe many people or places and so there aren't so many adjectives in a short story. However, we still need a beginning, a middle and an end to the story. And the story needs to be interesting, so we include important information and an interesting main character, but perhaps only one. In fact, it can be interesting to write in the first person (I did this …) and then the person telling the story is the main character.

Readers can't learn much about this character, perhaps not even their name, but something has to happen to them. This might be a surprise, a problem or something that goes wrong. Readers don't always find out what the character does in the end, but they need to be able to imagine the end of the story.

2 Read the text again. Are these statements true (T) or false (F)

1. There are a lot of adjectives in a short story. *F*
2. You do not need to give a lot of information about the main character. ☐
3. A short story can't be written in the first person. ☐
4. A short story needs a problem, a surprise or something that goes wrong. ☐
5. The reader should be able to finish the story in his or her head. ☐

3 Read this short story and answer the questions.



On a hot night long ago, Tutankhamun, Pharoah of Egypt had a dream about a strange man. The man said his name was Howard Carter. But Tutankhamun was a busy man. He worked to run the country and completely forgot his dream. It was many centuries later when Howard Carter found him.

1. Who are the main characters? What do we know about them?
2. What happens at the beginning, the middle and at the end?
3. Is there a surprise or a problem? What is it?
4. Do you think the story is interesting? Why/ Why not?

4 Use the internet or a library to find other examples of short stories.



Writing

1 In groups, you are going to plan a short story. Make notes to help you.

2 Work in a different group.
   1 Compare your ideas for the short story.
   2 Choose the plan that you think is best.
   3 Can you add any ideas to the plan?



Main character:

Any other characters?:

The beginning:

The middle:

A problem or surprise:

The ending:

3 Use your notes to each write a short story. Write about 150 words.

....

....

....

....

....

....

Speaking

4 Take turns to read your stories to the class.
   1 Have a vote on the most interesting story.
   2 Discuss why you think this story was successful.





Reading

1 Choose the correct answer from a, b, c, or d:

1The people tried to catch the thief, but he ....

acaught bescaped
c arrested dmanaged

2A .... is a large area with a very steep side.

amountain bhall
c well dcliff

3We .... much to our great teachers.

atake blend
c owe dborrow

4The poor man is .... ; he has lost his sight.

adeaf bblind
c dumb dcripple

5Outside the building, there are two men whose job is to .... and protect us.

a guard battack
c prevent down

6 The thief had a long curved .... on his cheek, so we could recognize him.

askate bsky
c skin dscar

7What a brave young man! He was the only student who .... to say the truth.

acould bdared
c refused ddisagreed

8A .... is a group of people who work against the law.

agang bcrew
c staff dteam

9Unfortunately, the burglar .... the house.

astole btook
c owed drobbed

10 The ship .... helped each other to control the situation well.

a gang b staff
c crew d team

11 A .... is a bird with brightly coloured feathers that can learn to copy human speech.

a chick b duck
c parrot d pirate

12 The police usually look for a .... to solve a crime.

a clue b key
c lock d case

13 There are .... in this villa. They do all the housework.

a managers b gentlewomen
c masters d servants

14 The .... questioned the criminal to know the truth.

a gang b manager
c magistrate d soldier

15 What is your ....?- I'm going to the pyramids.

a situation b destination
c position d condition

16 A group of .... attacked the ship and took money and goods by force.

a pirates b drivers
c pilots d divers

17 A .... is a large container made of wood or metal.

a tin b jar
c barrel d cup

18 The thief .... my bag and ran away.

a lent b borrowed
c grabbed d gave

19 The child seemed to be ill. He was thin and ....

a fit b strong
c dpile e pale

20 A .... is a weapon with a long-pointed blade and a handle.

a gun b sword
c bomb d pistol

2 Match:

1 Pew a the blind man
2 Mr Trelawney b an important rich man
3 Long John Silver c strong man with one legand a good cook
4 Redruth d a servant to Mr Trelawney
5 Mr Dance e the head of the police
6 Hispaniola f a good ship to use for finding the treasure
7 Black Dog g a man with three fingers on one hand

3 Answer these questions

1 Why do you think Mr Trelawney had told everyone on the ship about the treasure?
2 Do you think Trelawney and Jim's first impression on captain Smollett was right? Why?
3 How do you know that Silver was a good cook?
4 Why did Pew become blind and Flint was dead according to Silver? Do you think they could change what happened to them?
5 What is Silver's secret plan on the Hispaniola?
6 Jim and his mother took some money from the Captain's bag of coins. Were they right or wrong to do this? Why?

4 Who is the speaker of each quotation? Who is the speaker talking to and why does the speaker say this?

1 "Ah, yes. I've seen him in my inn before. He sometimes comes with a blind man."

....

2 "I don't like the men on this ship and I'm not happy about where we're going,"

....

3 "Are you worried there will be a mutiny?" ....

....

4 "I know Long John Silver is a good man, but I don't think Captain Smollett is."

....

5 "You must be patient."

....

UNIT 4

Lesson 1

Making new friends

OBJECTIVES

- **Reading** A magazine article about moving to a new town
- **Writing** An email to a magazine's problem page
- **Listening** A radio phone-in about bullying at school
- **Speaking** Having a debate
- **Language** Articles, Countable/uncountable nouns
- **Life skills** Respect for diversity; Communication

Before you start

Look at the photographs and answer the questions in pairs.

- What can teenagers do to make friends in a new town?
- What do you think is the best thing to do when you are in a new town?



Vocabulary

1 Check in a dictionary, then choose the meaning for these words and phrases.

1 advice	a to think something is true or will stay the same
2 take something for granted	b an opinion someone gives to help you
3 noticeboard	c something that brings people together
4 connection	d a thing on a wall that people put information on

Reading

2 Read the teen magazine article quickly and answer the questions.

1 What does the writer think is the most difficult thing about moving to a new town?
2 What three things does the writer say you should do to make friends and feel happy at a new school?



New in town

It's day one at a new school in a new town. You've got all the paper and pens you need. You're wearing cool new clothes. But you don't know anyone and you're not sure where to go. Starting at a new school feels so hard because you don't have any friends there to help you. It's very easy to feel stressed, but life will get easier. Here's some advice to help you.

Don't take it for granted that other students will start a conversation. Ask other people questions about themselves. Everyone likes talking about themselves. Try asking them about their favourite subjects or which sports they like and don't ask too many personal questions.

You can only make friends if you spend time with them! The best way to do this is to join clubs or do team sports you like. Go online or look at the noticeboard at your school and find out what's happening. If you're part of a team, your teammates will feel connected to you and that connection could become a friendship.

While you're busy talking to other students, don't forget to study. Remember to do your homework so you don't have any problems with your teachers. Those teachers can also give you some advice on how to make friends and enjoy life in your new town. Talk to them too.

3 Read the article again and answer the questions.

1 What is the main idea of the text?
   New students should try to get to know people.
2 Why is it a good idea to ask other students questions about themselves?
3 What shouldn't you ask other students?
4 How can you find out about clubs and sports?
5 Why do team sports make it easier for you to make friends?
6 How can you avoid problems with your teachers at your new school?
7 How can your teachers help you?
8 Which way would you prefer to follow if you went to a new school?
9 Starting a new school might be hard, but it can help to ...
   A find ways to connect with other people
   B focus on teacher's notes to get high grades
   C play in a team sport
   D both A and B

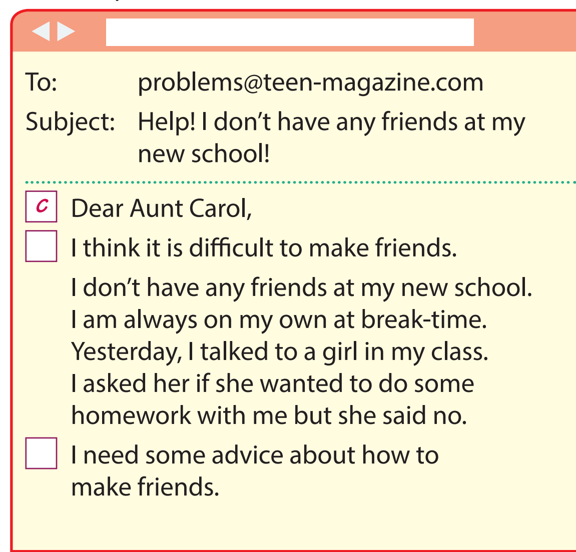
5 Work in pairs. Discuss.

1 There's a new student in your class called Imad. He tells you that he likes playing football. You like playing football, too. What can you do to help Imad feel happy at his new school?
2 There's a new student in your class called Sara. She tells you that she doesn't know how to get to the the school library. You know where it is. What can you do to help Sara feel happy at her new school?



WORKBOOK PAGE 18

4 Lesson 2



Before you start

- Where can people find advice for the problems they have?
- Which pieces of advice do you think are the most useful?
- What kind of problems do you think a student might face?

Reading

1 Read the two emails to a magazine's problem page below. Do they mention any of the problems you thought of in the Before you start section. Do they mention any other problems?

To: problems@teen-magazine.com
Subject: Help! I don't have any friends at my new school!

[c] Dear Aunt Carol,

[ ] I think it is difficult to make friends.

I don't have any friends at my new school. I am always on my own at break-time. Yesterday, I talked to a girl in my class. I asked her if she wanted to do some homework with me but she said no.

[ ] I need some advice about how to make friends.

To: problems@teen-magazine.com
Subject: Help! I'm really stressed!

[ ] Dear Aunt Carol,

[ ] I always work very hard at school, but I'm really stressed about some exams I have next week.

The first two exams are 3 hours long and will be very difficult. The last exam is in a subject I'm not very good at. I've spent a lot of time studying in the library this week, but that hasn't helped me feel better.

[ ] I need some advice about how to relax, please.

2 Read the emails again. Label the parts of the emails.

a Explaining the problem
b Asking for advice
c Saying who the email is for

3 Discuss these questions in pairs.

1 What is the same in the two emails? What is different?
2 Which do you think is the most serious problem? Why?
3 What advice can you give them?



Language

4 Underline the singular nouns and circle the plural nouns in the sentences from the letters.

1 Yesterday, I talked to a girl in my class.
2 I asked her if she wanted to do some homework with me but she said no.
3 I need some advice about how to make friends.
4 I'm really stressed about some exams I have next week.
5 I've spent a lot of time studying in the library this week.

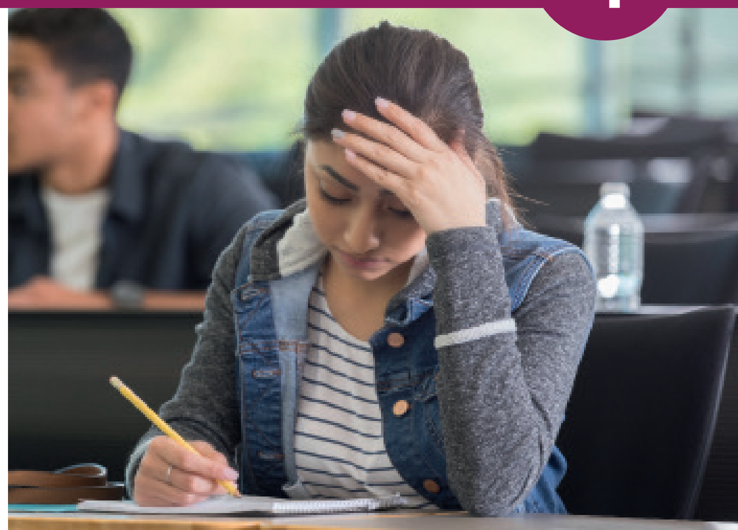
5 Look at the sentences in Exercise 4 again. Which words come before the singular nouns and which words come before the plural nouns in the sentences?

Singular nouns	Plural nouns
a	



6 Choose the correct option to complete the sentences.

1 I think –/the exams we have next week will be very difficult.
2 I need a/the book from the library, but someone else has borrowed it.
3 The/– exams are always very stressful for me.
4 I need an/some advice about how to make new friends.
5 I finished a/the homework before I went out.
6 The/– school holidays are starting soon.
7 I made a/the new friend recently.
8 At night, we can see a/the moon in a/the sky.



FOCUS ON LANGUAGE

LANGUAGE REVIEW PAGE 49

Countable and uncountable nouns, and articles

Countable and uncountable nouns

- Use the following words with countable nouns: a/an, the, a number, some (plural nouns, usually affirmative), any (plural nouns, usually negative or questions)
- Uncountable nouns have only one form (they can't be preceded by a/an or changed into plural.): advice, homework
- Use the following words with uncountable nouns: the, some, any

Note:

Some is used in affirmative sentences.

Any is used in negative sentences and questions.

Articles

Definite article: The

- Use the with singular and plural nouns.
- Use the when there's only one of something or you are talking about one specific example of something (the earth, the news).
- Use *the* to refer to something for the second time.

  I read a book. The book is really useful.
- The is used before the names of countries preceded by *Republic/Kingdom/ States, etc*

  (The Arab Republic of Egypt/ The kingdom of Saudi Arabia / The United states of America, etc.

Note:

We say: I live in Egypt /the Arab Republic of Egypt

Not: I live in the Egypt.

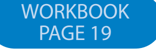
Indefinite article: A/an

- Use a before singular countable nouns starting with a constant sound (a friend, a uniform, a European country).
- Use an before singular countable nouns starting with a vowel sound (an apple, an idea, an honest man).
- Use a or an to refer to one of many things.
- Use a or an to refer to something for the first time.

Writing

7 Think of a problem people might have at school. Write an email to a problem page in your notebook. Answer these questions to form three paragraphs.

1 What is the reason for the problem? What is happening?
2 What are the effects of the problem on the students?
3 What do students need advice about? Who can they ask for advice?



4 Lesson 3



Before you start

- What is bullying? Is it:
  - a not talking to other pupils?
  - b being nasty to other pupils?
  - c copying other pupils' homework?
- Do you know anyone who has been bullied at school? Did they do anything to stop the bullying?
- What do you think teenagers should do if they're being bullied at school?
  - a They should do nothing.
  - b They should fight the bullies.
  - c They should tell their parents or their teachers.

Vocabulary

1 Match the words with their descriptions.

1 bullying — a the person
2 a bully — b the verb
3 to bully — c the activity

Listening



2 Listen to a radio phone-in about bullying. Answer the questions.

1 Why are other pupils bullying Ali?
Because he's not very good at football.
2 What effect has the bullying had on Ali?
3 What will happen if Ali does nothing?



3 Listen again. Choose the correct word or phrase to complete the sentences.

1 The radio show host says that a lot of/not many teenagers are bullied at school.
2 Ali is a 15-year-old/16-year-old boy and other teenagers are bullying him.
3 Last week, two boys hid Ali's jacket/rucksack at school.
4 Ali was too worried/sad to tell his teachers about the bullying.
5 Ali tells the radio show host that he will talk to his parents/a teacher about the bullying.

Speaking



4 Discuss these questions in pairs.

1 Teenagers who are different to other teenagers at school, for example because they have different physical abilities, are bullied more often. Do you agree? Why? Why not?
2 Do you think that people are worried about people who are different to them?
3 How can we help people who are different to us instead of bullying them?
4 What can we learn from people who are different to us?

SKILLS FOR LIFE

Talking to people from different places or people with different opinions and experiences helps you learn a lot about the world. You will learn that the differences between us are not as big as you may





Before you start

Work in pairs. Write a list of the good things and the bad things people might find when they move to a new town.

Good things	Bad things
Learning about a new place	



Listening



1 Listen to Ola and Lina giving their opinions.

1. Who thinks moving to a new school in another town is good for teenagers?
2. Did they say the same good and bad things that you listed in the Before you start section? Can you add to your list?

Speaking

2 Work in pairs.

Student A: Tell Student B the positive effects of moving to a new school in another town for teenagers.

Student B: Listen to Student A's opinions. Then tell Student A the negative effects of moving to a new school in another town for teenagers.



3 Work in groups and have a debate.

1. Use your ideas from Exercise 2 to debate the good things and the bad things about moving to a new school in another town for teenagers.
2. When everyone has spoken, decide if you think moving to a new school in another town is easy or difficult for teenagers. Have a class vote.



REMEMBER!

When you have a class debate:

- take turns to speak.
- listen carefully to other speakers' opinions.
- when they finish speaking, you can agree or disagree politely.
- Use expressions like I agree/I disagree/I'm not sure about that.

WORKBOOK PAGE 21



4 Lesson 5 Treasure Island

Before you read

- In Chapter 3, Jim learns that there are pirates in the crew. What do you think he does next?

Chapter 4

I heard people running to look at the island, and I quietly climbed out of the barrel. I then walked up to join the sailors at the side of the ship. We could see two low hills and one big one. The island was now very close.

"I've been here before," said Silver. "I know where the ship should stop."

"I have a map here," said Captain Smollett. "Can you take us to that place?"

I saw that Silver was excited to take the map, but it was not the one with the treasure marked on it.

"Yes, I can see it. You must go here," he said, pointing to a place on the map.

Then he turned to me and said, "You'll love this island. You can swim and climb trees and walk up the hills!"

I smiled at Silver, but inside I was very frightened of him now. I could not trust anything that he said.

I soon found Dr Livesy and quietly said to him, "I must speak to you, Captain Smollett and Mr Trelawney. I have some terrible news."

Dr Livesy's expression did not change. He asked me to find his glasses downstairs and walked off to talk to Mr Trelawney and Smollett.

I waited downstairs and soon the three men joined me.

"What do you want to tell us?" asked Mr Trelawney.

I told them everything that I had heard in the barrel. When I finished talking, they thanked me.

"Captain," said Mr Trelawney. "You were right and I was wrong. What shall we do?"



"I'm surprised too," said Captain Smollett. "They have worked hard and been a better crew than I expected. Now we must continue. We can't go back, or they might attack us immediately. I don't think that they will attack us until we find the treasure. Long John Silver did not find all of this crew, so some of the men are good men. We must wait, watch and attack them when they don't expect it."

"Jim can help us," said Dr Livesy. "The men all trust him. He can listen and find out who we can trust."

I did not like this thought. I counted the men that Silver did not find for the crew. There were seven from a crew of nineteen, and I was one of them.

The next morning, the *Hispaniola* stopped close to the island. There were many trees, and above the trees I saw the rocky tops of the hills. Silver helped Captain Smollett to sail the boat closer to the shore. It was very hot and very quiet. It smelled like bad eggs.

"This place is only good for diseases," said Silver.

The crew worked hard on our journey to the island, but now they did not seem to want to work. I remembered Dr Livesy talking about a mutiny. Perhaps it was near. Only Silver worked as hard as usual.

Later, Captain Smollett told us that he had a plan.

"Let's ask the men if they'd like to spend the afternoon on the island. If they go, we can take the ship. If they don't go, we know we need to fight them for the ship."

Mr Trelawney agreed. We decided to tell all the men we could trust about our plan and gave them all guns. Captain Smollett then

4

Lesson 5

told the crew that they could all have the afternoon on the island to relax, if they wanted to.

"When you hear a gun at the end of the day, it'll be time to come back," he said.

All the crew suddenly looked happy and they all agreed to go. Perhaps they thought that they could find the treasure immediately.

Captain Smollett asked Silver to organise the men. Six men would stay on the Hispaniola and thirteen would take the small boats to the shore. I realised that there were six of Silver's men on the ship. The men in our group would not be able to take the ship, so I decided I would go with Silver onto the island. I got on one of the boats quietly, but Silver saw me. Had I made a big mistake?

The boat I was in was fast, and we were nearly on the beach first when I held onto the branch of a tree and jumped out of the boat. I heard someone calling me, but I did not listen and began to run as fast as I could.

When I stopped, I felt happy. Silver did not know where I was. This part of the island was open, with just a few trees. I could see the hills in front of me. As I walked, I saw pretty flowers, snakes and small birds.

Suddenly a cloud of birds flew into the sky and knew that something was coming towards me. I was correct, because I then heard people talking. I decided to hide behind some trees.



I realised that one of the people was Silver, but I could not hear what he was saying. Soon the birds returned, and I knew that the men had gone. I told myself that it was my job to find out what these men were planning to do. So I decided to follow them, without them seeing me. After a few minutes, I saw Silver and another sailor talking near a beach.

"I want you to join us, Tom, because I know you're a good sailor. I'm telling you this to save you!" said Silver.

"Silver," Tom replied, "you're a good man and you shouldn't work with these pirates. I'd prefer to lose my hand than work with them!"

I knew then that here was a man that we could trust. Then came news of another. I suddenly heard a terrible shout, then all was quiet.

"What was that?" asked Tom.

Silver smiled and said "That? Oh, I think that was Alan."

"Alan!" cried Tom. "He's a good man. If your men have hurt him, then you are no friend of mine. I won't help you!"

Tom began to walk away from Silver along the beach. Silver suddenly threw his crutch at Tom, and it hit him hard on the back. He fell to the ground, and before he could stand again, Silver killed him with a knife.

Silver now blew a whistle and I knew that more of his men would soon arrive on the beach. I was very frightened. I walked quietly back into the trees, then ran as quickly as I could.

As I ran, I began to think. What could I do now? When we heard Captain Smollett's gun, could I go back to the beach to be with these men? If I did, I knew that they would kill me. I would have to stay on the island forever.





Before you start

Go back and skim the story. Discuss these questions in pairs.

1 What did Jim do next after he knew about Silver's mutiny?

2 What was Captain Smollett's plan to save the ship from Silver and his men?

Vocabulary

1 Complete the sentences with these words from the story.

branch	disease	shore	trust
whistle			

1 At the end of the basketball match, the referee blew his ....

2 If you have a ...., you should go to hospital.

3 Amira stood on the .... and looked at the sea.

4 I .... my brother because he always does what he say he will do.

5 The bird sat on the .... of the tree and sang.

Reading

2 Complete the summary using the words in the box.

Captain Smollett		Dr Livesy	kind
relax	Silver	surprised	thirteen
trust	two		

The *Hispaniola* comes near to the Treasure Island. Silver is still 1 .... to Jim, but Jim does not 2 .... him now because he knows he is a pirate and he has a group of other pirates in the crew. Jim tells ...., Mr Trelawney and Captain Smollett about the pirates' plan to kill them and take the ship. They are .... because the crew has worked hard on the journey.

.... thinks of a plan. He tells the crew that they can .... on the island in the afternoon. .... men go onto the island. Jim joins them, but as soon as the boat reaches the beach, Jim runs into the trees. .... kills .... sailors who do not want to join him and the other pirates. Jim hears this and hides. He wonders what to do next.

3 Choose the correct answer to complete the sentences.

1 Captain Smollett and his team decided not to go back after knowing about Silver and his men's plans because ...

A if they went back suddenly, they might be killed at once.

B if they decided to continue, they might convince the other good sailors to join them.

C they would wait for the right time to catch them.

D All of the above.

2 Jim trusted …

A only seven men of the crew.

B none of the crew.

C six of the crew.

3 If one of the sailors refused to be on Silver's side, Silver would …

A get rid of him at once.

B wait till the sailor made a mistake and kill him.

C try to convince him and if he refused to join his party, Silver would get rid of him.

Speaking

4 Work in group to think of answers to these questions.

1 Why did Jim feel that he made a mistake by deciding to go to the island?

....

2 'You were right and I was wrong', what did Mr Trelawney mean by this?

....

UNIT 5

Lesson 1

Communication

OBJECTIVES

- Reading A science article on how we may communicate in the future
- Writing Write a reflective paragraph and a blog
- Listening A radio discussion about the dangers of the internet
- Speaking Give a presentation
- Language Future forms will, be going to and present continuous
- Life Skills Self-management; Decision making

Before you start

- Look at the title of the article and the image. What do you know about the Internet of Things?
- How is it important that all machines should be connected?

Reading

1 Read the magazine article and match the headings with the correct paragraphs 1–4.

A No more driving B Possible problems

C Linking the world D Connecting our homes

2 Read the text again and answer the questions.

1 What is the Internet of Things?

It is machines talking to each other.

2 What will computers do in the future that some people do already?

....

3 What won't people need to buy in the future?

....

4 Why are some people worried about the IOT?

....

5 Which organisations do criminals hack into?

....

6 What more do you think the IOT may be able to do in the future?

The Internet of Things



1 ....

Communication is no longer about people talking to one another, but about machines talking to machines. This is known as the Internet of Things (IOT). Technology is developing so fast that experts believe everyone will be connected to the IOT in a few years.

2 ....

Many things in our own homes are going to be connected to the IOT. Already, people can control their heating and lighting from their phones, but in the future computers will make the decisions for us. They'll even be able to say when the rubbish bins need to be emptied and control how much water we use!

3 ....*A*....

Cars can already connect to the internet using smartphones, but imagine if you can get a driverless car to come and collect you using an app on your phone. All driverless cars will be electric and much cleaner than petrol ones. Experts think our roads will be safer as there will be fewer accidents using driverless cars.

4 ....

Many people don't think IOT is safe enough yet. Computers collect information about people and businesses which criminals can steal. They use this information to hack into organisations like hospitals, power stations and airports, and cause major security problems

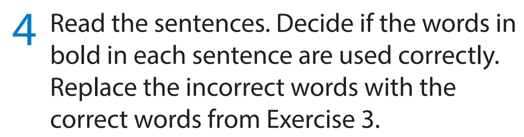


Vocabulary

3 Match the meaning of these words and phrases, then check in a dictionary.

1 communication — d
2 internet
3 technology
4 connected
5 security
6 smartphone
7 hack
8 app

a when more than one thing is joined or linked
b when a computer system is broken into illegally
c to protect a place or person
d systems to communicate
e a computer programme
f a worldwide computer network
g the use of science to create devices for everyday use
h a device that can connect to the internet



4 Read the sentences. Decide if the words in bold in each sentence are used correctly. Replace the incorrect words with the correct words from Exercise 3.

1 I have a cool new ~~internet~~ that helps you learn English words on your smartphone. *app*
2 Oh no! Someone has tried to connect into my new computer! ....
3 Ali always has his smartphone in his hand and he's always sending messages to his friends. ....
4 We use the internet to buy books because it's easier than going to the book shop. ....
5 Security with my friends is really important to me. I talk to them as often as I can. ....
6 Leila's parents have bought her all the latest communication – she has a computer and a tablet. ....





Speaking

5 Complete the sentences with your own ideas.

1 My favourite app is ....
2 I use the internet to ....
3 I think smartphones are ....
4 The best way to communicate with my friends is ....

Work in pairs. Tell each other your sentences. What is similar and what is different?

6 Discuss these questions in pairs.

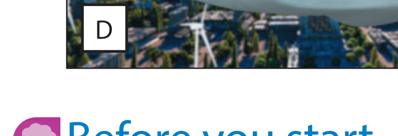
1 Do you think the Internet of Things is a good idea? Why? Why not?
2 How will the Internet of Things help people in your area? What other disadvantages might be there to the Internet of Things?

WORKBOOK PAGE 20

5 Lesson 2







E

F

Before you start

- Look at the photos. What do they show?
- Which photos show things which are possible now?

Listening



1 Listen to these people talking about the photos. Which photos are they talking about?

1 I don't think we'll ever live on the moon. [c]

2 Lots of people are going to study online in the future. [ ]

3 Did you know that in 2039 the world wide web will be 50 years old? [ ]

4 I can't find the restaurant. I'll check my satnav. [ ]

5 My mum is buying a new flexible smartphone next week. [ ]



Language

2 Underline the future verb forms in the speech bubbles. Then match each sentence with the correct use.

a future fact ....

b future arrangement ....

c future plan or intention ....

d future prediction ....1....

e quick decision or offer ....



FOCUS ON LANGUAGE

LANGUAGE REVIEW PAGE 51

Future forms

Use will + infinitive

- for prediction with no evidence (based on guesswork):
  I think we will use computers in all schools.
- We can use will + infinitive with present evidence with adverbs like: probably, definitely , certainly, etc.
  Look at these dark clouds; it will *probably rain*.
- for future facts: More machines will connect to one another.
- for quick decisions and offers: My phone's ringing I'll answer it.

Use am/is/are + going to + infinitive

- for future plans, decisions and plans and intentions:
  I'm going to buy some clothes online this afternoon.
- for predictions with evidence: Look at this advert. The phone company is going to introduce a new flexible smartphone.

Use the present continuous

- to talk about things that you have arranged:
  I have already booked the tickets; we are travelling abroad today.

3 Choose the correct answers to complete the dialogues.

1 A: I don't know how to connect my TV to my phone.
  B: It's easy! I'm going to show/ I'll show you.
2 A: Experts are testing/will test their new driverless cars tomorrow. They're completely ready.
  B: Really? I think a driverless car is a brilliant idea.
3 A: Do you use computers at your school?
  B: Not yet. But I think we're going to start/ 're starting ICT lessons soon.
4 A: Do you think that people are living/ will live in space one day?
  B: Maybe, but not for a long time.



5 A: This article says that in 2024, most houses in the UK are being/will be connected to the IOT.
  B: That's amazing!

4 Read the sentences. Tick (✔) the sentences about future possibilities.

1 I think we'll all use the IOT. ✔
2 Everyone has a mobile phone now. ☐
3 We aren't going to use any paper. ☐
4 Students don't need to be online all the time. ☐
5 There are too many apps to choose from. ☐
6 Everyone will have a robot in their home. ☐

Speaking

5 Look at the photos and the ideas in the boxes. Talk about them using will, going to or the present continuous.

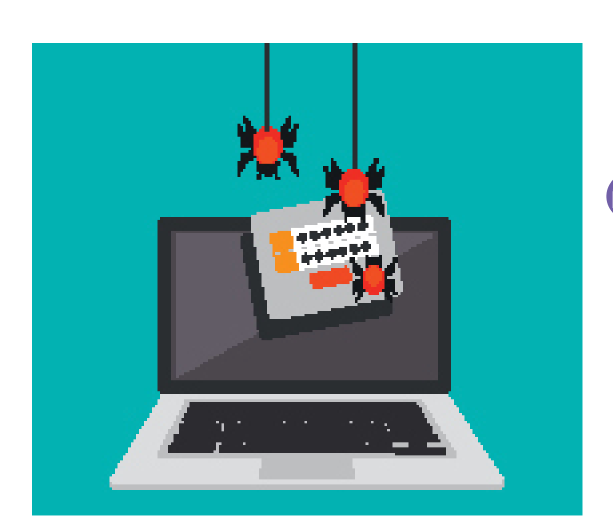


WORKBOOK PAGE 21

5 Lesson 3

Before you start

- How often do you use the internet?
- Do most people connect to the internet using a smartphone or a computer?
- Why do people need to be careful when using the internet?



FOCUS ON VOCABULARY

Check the meanings of these words in a dictionary.

downloading unknown files
cyberbullying malware
hacking phishing scams
posting photos uploading

1 What is the link between all the words in the Focus on Vocabulary box?

A They are all online dangers.

B They are all internet games.



Listening

1.17 2 Listen to three people on a radio programme speaking about the Internet. Which online dangers from the Focus on Vocabulary do they mention?

Hassan: Scams ....

Laila: ....

Saeed: ....

1.18 3 Listen again. Answer true (T) or false (F).

1 Hassan used his credit card to buy games. F

2 Hassan thinks that teenagers aren't always careful about uploading personal details. ☐

3 Laila is worried about the photos she posted in the past. ☐

4 It's very difficult to delete anything from the internet. ☐

5 Saeed was surprised by the comments about his friend. ☐

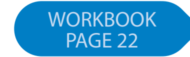
6 Saeed's friend is bullied at school. ☐

SKILLS FOR LIFE

Always tell an adult if you are worried about things you see on the internet. If you see anything that does not look right, ask your parents, teachers or a friend for their opinion.

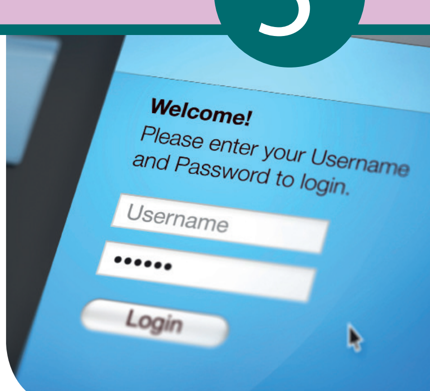
Writing

5 Write a reflective paragraph about the problems children might have with the internet.



WORKBOOK PAGE 22





Before you start

- What is a password, and why do you need one when you go online?

Reading

1 Read Hassan's blog about his online problem. Answer the questions.

Last week, I was playing online when I saw an advert for a free game. I clicked on the link and wrote my name, address and some bank details. When I tried to download the game nothing happened. It was a scam!

My dad was furious because they stole money from his bank account and my computer stopped working properly! Don't click on links you don't recognise and never give your personal details on a strange website. Oh, and remember to use anti-virus software to stop thieves!

1 What did Hassan do wrong?
Hassan gave his personal details to a strange website.

2 What three problems does he mention?
....

3 How does he suggest you can stay safe?
....

4 What do you think anti-virus software is?
....

2 Complete the poster about staying safe online by writing DO or DON'T.

STAY SAFE ONLINE

DON'T add your personal details to a website
.... change your password often
.... click on a link you don't recognise
.... lock your phone
.... lock your social media accounts
.... upload embarrassing photos
.... save bank details on a website
.... use anti-virus software
.... use different passwords on different websites
.... write unkind comments about other people

Writing

3 Write a blog about how you can stay safe online.

Speaking

4 Work in pairs. Read the information and role-play the conversation.

Student A: You are a teenager. You have learned at school that the internet isn't always a safe place for young people. Ask your parent for some advice about how to stay safe online.

Student B: You are a parent and you want your teenage son/daughter to stay safe online. Tell him/her five things he/she can do to stay safe online.

5 **PROJECT**
Use the internet to find five ways in which the internet helps young people to learn. Think about:
- Information
- Communication
- Media
- Being creative

6 Work in groups. Take turns to give a presentation about what you found out for the project.

1 At the end, share your ideas with the class.
2 Who found out the most useful information?

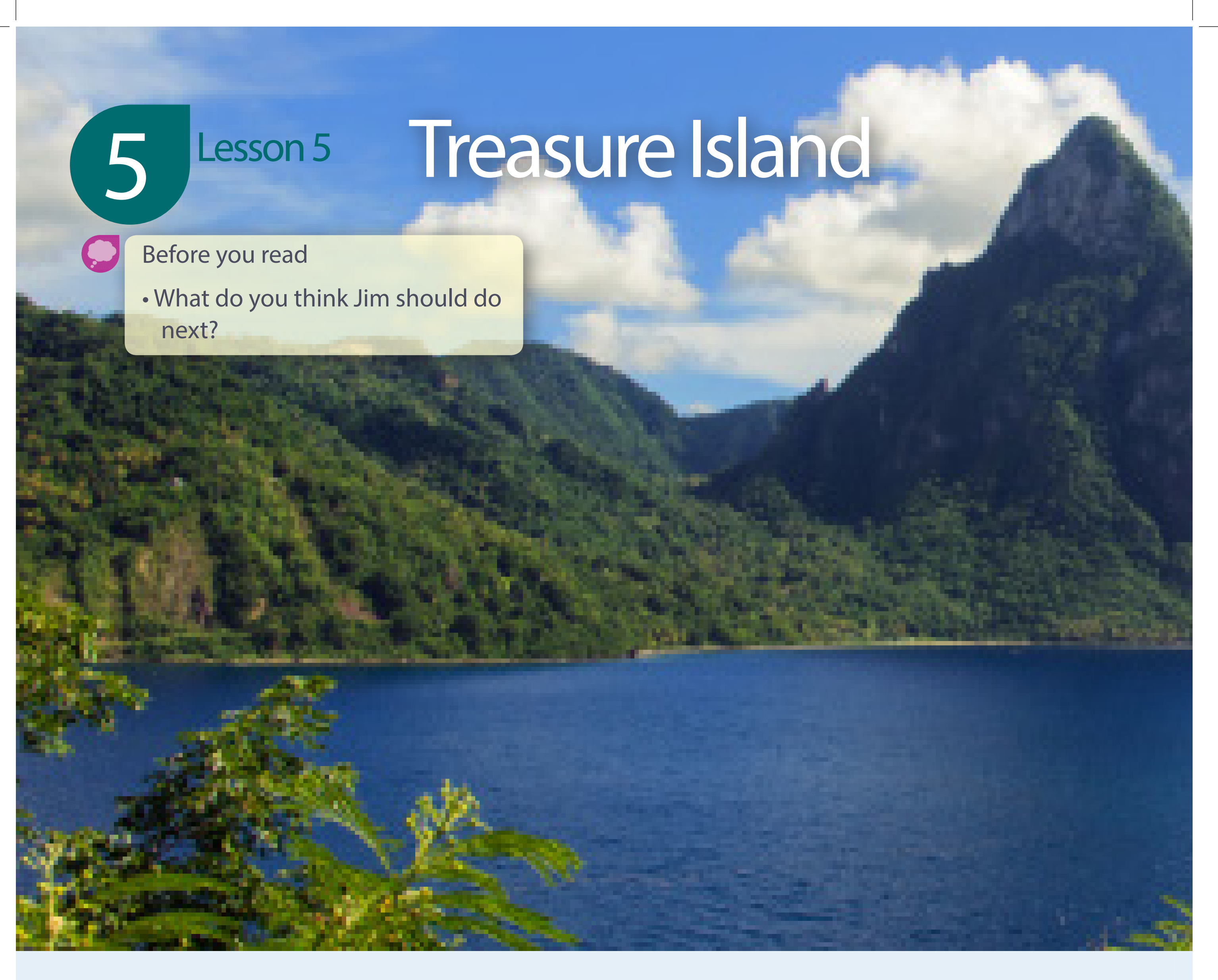
REMEMBER!

Start a presentation with: Today, I'm going to talk about ...

End your presentation with: To conclude/ In conclusion ...

WORKBOOK PAGE 23





5 Lesson 5 Treasure Island

Before you read

- What do you think Jim should do next?

Chapter 5

I finally stopped running and saw that I was close to the bottom of one of the small hills. The air was fresher here and the trees were taller. Suddenly, from up the hill, something jumped behind a tree. I did not know if it was a man or an animal but it looked big and dangerous. I decided to walk back towards the beach, but then I saw him again. I realised it was a man, but he was running very fast from tree to tree. I remembered that I had a gun and this made me feel safer. I decided to walk towards the man.

When he saw me walking towards him, to my surprise, he came out from behind the tree and knelt down in front of me.

"Who are you?" I asked.

"Ben Gun," he said in a dry voice. "I've not spoken to anyone for three years."

The man had very long hair and skin that was burned by the sun. His clothes were dirty and made of old sails.

"What happened to you?" I asked.

"I was left here by a ship," he said. "I've lived on fish and fruit ever since. I dream of eating good food again."

"If I can get back to my ship, I'll give you bread and cheese," I said.

He began to look worried. "If you can get back to your ship?! Why? What's to stop you?" he said.

"It isn't a problem with you," I replied.

"I'm a good man," he told me. "I'm very rich, too!" he said in a quiet voice.

I began to think that perhaps Ben Gun was crazy. Ben Gun saw that I did not believe him.

"I am rich! And you can be rich too, because you found me!" he said. Then he looked worried and said, "You didn't come on Flint's ship, did you?"

I realised now that this man could help me.

"No, Flint's dead, but some of Flint's crew is on the ship. That is not good for any of us." I told him.

"Is there a man with one leg?" he asked.

"Yes, Silver. He's the cook and their leader," I explained.

"If you work for Silver, I'm finished," he said.

I decided to tell him my story from the start, and he looked very interested.

"You're a good boy," he said at the end. "Don't worry, you can trust me. Do you think that Trelawney would give me money and allow me to come home on the ship if I helped him?" he asked.



5 Lesson 5

"Of course," I replied. "And he'll need your help on the ship home, I'm sure."

"You're right," he said. "You know, I was on Flint's ship when he hid the treasure here. He was with six men and they were on the island for about a week. We waited for them on a ship called the *Walrus*. One day, Flint returned to the ship on his own. The other six men were dead. We don't know how he did it. Billy Bones and Long John Silver were with me on the ship. They asked Flint where the treasure was. 'You can go on the island and look for it,' he said. 'But you'll be there on your own. I'm taking this ship home.'

"Three years ago, I was on a different ship. When we saw the island, I told our crew that Flint's treasure was on it. We spent twelve days looking for it. They were not happy when we found nothing. One day, they went back to the ship and told me I could stay. 'Here's a gun and a spade. You can look for the treasure on your own!' they said. So, you tell Trelawney, I would prefer to work for a man I can trust like him, than with a group of pirates."

"I'll tell him, but how can I return to my ship from here?" I asked him.

"I have a boat. I made it myself. We could go to the ship when it's dark!"

Suddenly, we heard the sound of a gun.

"They have started to fight," I said. "We must be quick!"

I began to run back with Ben. He gave me directions, and ran easily next to me. We heard more guns, then I saw a flag flying above some trees.





Before you start

Go back and skim the story. Discuss these questions in pairs.

1 What do you know about Ben Gun?

2 How did Ben Gun end up alone on the island?

Vocabulary

1 Match the words and the definitions.

1 crazy	a the person who controls other people
2 sail	b to hit, kick or fire guns at other people
3 leader	c unwell in your mind
4 fight	d a piece of material used to control wind power on a ship or a boat.

2 Check your dictionary and choose the correct answer.

1 The best meaning of 'knelt down' in paragraph 2 is:

A to show surprise and pain

B to show respect and need for help

C to get everything and run away

2 The word spade in 'Here's a gun and a spade.' means:

A a tool to dig the earth with and make holes

B a tool to search for missing things with

C a tool to catch dangerous animals with

Reading

3 Are these sentences true (T) or false (F). Correct the false sentences.

1 Jim knew for sure that there is a wild animal behind a tree. didn't know if it was a man or an animal ☐

2 Ben Gun comes out from behind a tree and runs towards Jim. .... ☐

3 Ben Gun enjoys eating fish and fruit. ☐

....

4 Ben Gun was on Flint's ship when he hid the treasure on the island. ☐

....

5 Flint left Ben Gun on the island. ☐

....

6 Ben Gun wants to work with the pirates. ☐

....

4 Read and complete from the list.

Jim Hawkins   Ben Gun   Ben Gun and Jim
Flint   The crew of Ben Gun's ship

1 ...... was left on the island and lived on fish and fruit.

2 ....saw a man running very fast from a tree to tree.

3 .... returned to the ship on his own and the six men were dead.

4 .... ran back on hearing the sound of a gun.

5 .... spent twelve days looking for the treasure.

5 Arrange these events in order on the timeline.

1	2	3	4	5	6
E					

A Ben Gun came to the island on a different ship, but did not find the treasure.

B Flint returned to his ship without his men.

C Jim Hawkin's ship came to the island.

D Jim and Ben Gun hear guns and see a flag flying about the trees.

E Flint came to the island and hid his treasure.

F The crew of the ship left Ben Gun on the island.

Speaking

6 Discuss these questions in pairs.

1 'I dream of eating good food again', what does this tell you about Gun's life on the island? Why do you think Gun was left alone on the island?

....

2 What agreement did Jim have with Gun?

....

3 Who do you think the flag might belong to?

....

UNIT 6

Lesson 1

Learning from literature

OBJECTIVES

Reading The Gardener - a poem by Robert Louis Stevenson
Writing A review of a poem
Listening A conversation about Robert Louis Stevenson
Speaking Polite requests
Language Verbs + infinitive or -ing form
Life Skills Communication; Critical Thinking

Before you start

- How much time do you spend reading?
- What kind of books do you enjoy reading? Why?

Vocabulary

1 Choose the correct definition of each word. Then check in a dictionary.

a A novel is a long story/book of facts.

b A poem is a piece of writing often arranged in lines/sentences that rhyme.

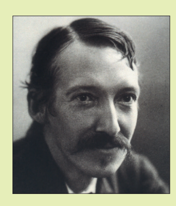
c Poetry is a form of writing/reading.

d A poet is someone who writes poems/stories



Reading

2 You're going to read a short biography about an author called Robert Louis Stevenson. Have you read any of his work? What do you think he wrote about?



Robert Louis Stevenson was born in Scotland in 1850 and died 44 years later in Samoa, a small island in the South Pacific. He was not always well because the weather in Edinburgh was too cold for him. When he was a child he couldn't always go to school. He studied to become a lawyer at Edinburgh University, but he always wanted to write. At the age of 21 he decided to become a full-time writer.

He often travelled to warmer places to try to improve his health. For a while he lived in France and this was where he met his wife, Fanny. She was from the United States, so Stevenson also travelled to America with her.

Although he is best known for his novels, like *Kidnapped* and *Strange Case of Dr Jekyll and Mr Hyde*, Stevenson also wrote many poems and travel books. His first successful novel was *Treasure Island* – an adventure story about pirates. His books are still very popular today and many of them have been made into films.

3 Complete these sentences about Robert Louis Stevenson.

a Robert Louis Stevenson came from Scotland.

b He wrote .... as well as novels and travel books.

Vocabulary



4 Read this poem by Robert Louis Stevenson. Match the words in bold to the definitions.

a dried grass that people use to feed animals *hay*

b small pieces of land for growing things on ....

c break up and move earth with your hands or a machine ....

d small stones ....



The Gardener

The gardener does not love to talk.
He makes me keep the gravel walk;
And when he puts his tools away,
He locks the door and takes the key.

Away behind the currant row,
Where no one else but cook may go,
Far in the plots, I see him dig,
Old and serious, brown and big.

He digs the flowers, green, red, and blue,
Nor wishes to be spoken to.
He digs the flowers and cuts the hay,
And never seems to want to play.

Glossary

keep the gravel walk = stay on the path through the garden

currant row = a line of

5 Read the poem again and choose the correct answer.

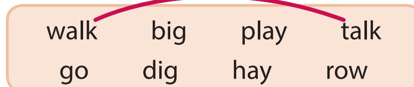
1 The speaker in the poem is probably
A a gardener. B an old man. C a child.

2 In the garden, the speaker
A can do what he likes.
B must follow some rules.
C must cut the flowers.

3 The gardener doesn't like to talk because
A he has to work very hard.
B he's unfriendly
C he is very ill.

4 The speaker wants the gardener to
A put his tools away.
B play games.
C cut the flowers.

6 Match the pairs of words from the poem that rhyme. Underline the words in the poem.



walk	big	play	talk
go	dig	hay	row

Speaking

7 Discuss these questions in pairs.

1 Do you think the speaker likes the gardener? Why/Why not?
2 What time of year do you think a gardener is busiest? Why?
3 Do you think a gardener does an important job? Why/Why not?
4 Do you usually read poetry? Why/Why not?
5 How are poems different from stories?



WORKBOOK PAGE 24



6 Lesson 2



Before you start

- What can we learn from reading books written a long time ago?

Listening

1.19 **1** Listen to a teacher talking to her students about Robert Louis Stevenson and answer the questions.

a What are the class going to study?
Poems by Robert Louis Stevenson

b Did Nesma read Treasure Island?
....

c What kind of books does Wafaa like to read?
....

d Why did Robert Louis Stevenson like to travel?
....

e What did everyone in the Stevenson family like doing?
....



Language

2 Look at these sentences from the listening and circle the main verb.

a I decided (to watch) the film instead.

b I tried reading it last year.

c He finished writing Treasure Island while he was ill in bed.

d The family chose to build a house in Samoa.



FOCUS ON LANGUAGE

LANGUAGE REVIEW PAGE 52

Verbs + infinitive or –ing form

Verbs can be followed by to + infinitive or -ing form.

- to + infinitive: Nesma decided to watch the film instead.
- verb + -ing: She enjoys reading poetry.

Some verbs can be followed by to + infinitive or -ing with no change: Robert Louis Stevenson began to write/writing when he was a child. Other verbs can be followed by to + infinitive or -ing but there is a difference in meaning: I forgot to buy milk when I went to the shops.

3 Choose the correct answer:

1 We must *avoid/want* mixing with bad friends.

2 Would you like *joining/to join* faculty of arts?

3 I really regret to *buy / buying* this old car; it has caused me a lot of trouble.

4 We *decided/enjoyed* to spend the weekend in my village.

5 Amir started *making/make* preparations for his brother's wedding party.

4 Some verbs are followed by both forms. Discuss the differences between these pairs of sentences.

a Dalia remembers buying comics every week when I was young.
Dalia always remembers to buy a comic for her niece when she visits her sister.

b Ahmed stopped playing football when he went to university.
Ahmed stopped to play football on his way home.



5 Look at the requests. Write I if the requests in the box are informal and F if the requests are formal.

Making requests	
Can you help me learn these words?	*I*
Could you do me a favour?	......
Could you do something for me?	......
Could you possibly help me learn these words?	......
I wonder if you could help me learn these words?	......
I don't suppose you could help me learn these words?	......
Do you think you could help me learn these words?	......



Listening



6 Listen to Nesma and Wafaa discussing their project.

1 What does Wafaa ask Nesma to do?
Wafaa asks Nesma to go to the library for her.

2 Is her request formal or informal?
....

3 What does Nesma want Wafaa to get for her?
....

WORKBOOK PAGE 25

62 7 Listen again. Tick (✔) the phrases for responding to requests that you hear.

Responding to requests		
Certainly.	✓	*F*
Yes. What is it?	☐	......
No problem.	☐	......
No, I'm afraid I can't.	☐	......
Yes, of course.	☐	......

Write I if the phrases for responding to requests above are informal and F if the the phrases are formal.

Speaking

8 Work in pairs and role-play the conversations. Use expressions from Exercise 5 and Exercise 7.

1

Student A: You are an old person and you are not feeling very well. You want to get a DVD to watch from the shops. Ask one of your neighbour's children to help you.

Student B: You are a young person who often helps your neighbour.

2

Student B: You are a school student. You do not understand your homework. Ask one of your parents if they can help you.

Student A: You are a parent. You do not have time to help your son/daughter with their homework now, but you can help them in an hour.



6 Lesson 3





Before you start

Look at the picture and title of this poem by Robert Louis Stevenson. What do you think the poem is about?

Reading



1 Listen and read the poem. Then answer these questions.

Stressed words that give rhythm

one verse
In winter I get up at night
And dress by yellow candlelight.
In summer quite the other way,

words that rhyme

a How many verses are there? *3*

b Which words rhyme in the poem? ....

c Does the poem have rhythm? ....

d Which of the following have rhythm? Can you think of other things which haverhythm? ....

a bus   the sea
a moving train   a moving plane

Bed in Summer

In winter I get up at night
And dress by yellow candlelight.
In summer quite the other way,
I have to go to bed by day.

I have to go to bed and see
The birds still hopping on the tree,
Or hear the grown-up people's feet
Still going past me in the street.

And does it not seem hard to you,
When all the sky is clear and blue,
And I should like so much to play,
To have to go to bed by day?



2 Read two opinions about the poem Bed in Summer.

1 What do Khaled and Hamid agree about?

2 Find two things that Khaled and Hamid disagree about.



Khaled, 4:04 PM
The words Stevenson has used very clearly describe the situations he's writing about and I really like that. I also think the poem's subject is very interesting because everyone feels differently in different seasons. In my opinion, poets should write about everyday life. However, I think the second verse is too long and its rhythm is too slow.

Hamid, 5:36 PM
I love the language in the poem, especially the way Stevenson describes the light at different times of day. I also think the second verse is great because the rhymes in it are so clever. However, in my opinion, the poem's subject is quite boring because going to bed and getting up aren't very interesting activities. I think poets should write about more exciting things.

Speaking

3 In pairs, say sentences to compare and contrast Khaled and Hamid's opinions about the poem. Use the phrases in the box to help you.

Comparing and contrasting opinions
Khaled and Hamid both think …
Khaled likes … and Hamid likes … too.

Khaled thinks … but Hamid thinks …
Khaled likes … but Hamid doesn't …

WORKBOOK PAGE 26

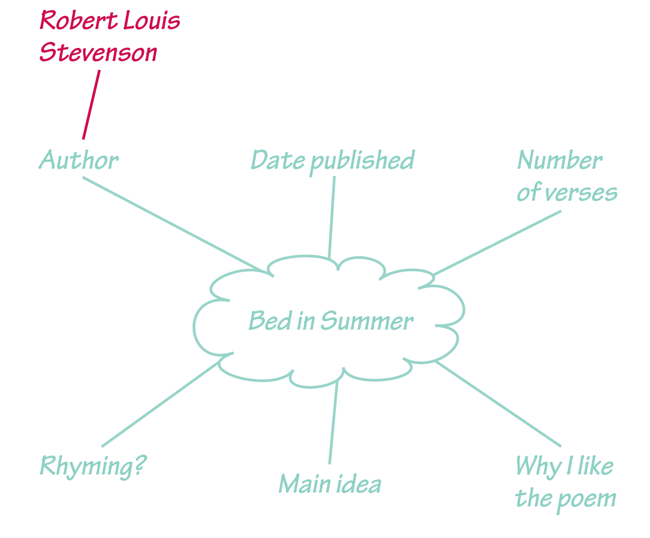
Before you start

- Which poems or poets do you like? Why?
- What's your favourite poem? What's special about it?
- Which do you think is more difficult to write, a poem or a story? Why?



Writing

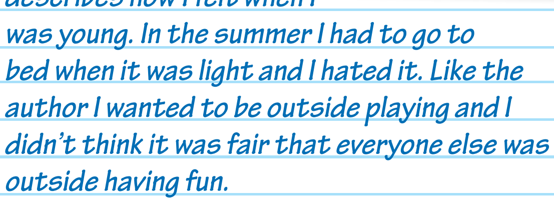
1 Look back at the poem Bed in Summer and complete the mind map. There is one part of the mind map you can't complete yet. What is it?



Reading

2 Read Sara's paragraph about Bed in Summer. Answer the questions.





My favourite poem is Bed in Summer because it describes how I felt when I was young. In the summer I had to go to bed when it was light and I hated it. Like the author I wanted to be outside playing and I didn't think it was fair that everyone else was outside having fun.

It's a good length for a poem, only three verses and I like the fact that the words rhyme. I don't like poems which don't rhyme. The first two lines rhyme, 'night' and 'light' and then the next two lines rhyme, 'way' and 'day'. This makes it easy to say and easy to remember!

Robert Louis Stevenson was ill when he was a child and stayed in bed a lot. That's why I think he wrote this poem.

a Why does Sara like this poem?
Sara likes this poem because it describes how she felt when she was young.

b What does Sara think is good about the poem?

....

c What kind of poetry does she dislike?

....

d What reason does she give for the author writing this poem?

....

3 Now, write a short paragraph ressay onyour favourite poem. Use the mind map in Exercise 1 and Sada's review in Exercise 2 to help you.

6 Lesson 5 Treasure Island



Before you read

- What do you think is happening on the ship while Jim, Silver and the other men are on the island?

Chapter 6

Dr Livesy:

When the boats went to the shore, I talked to Captain Smollett and Mr Trelawney. There was no wind at all, so we knew we could not take the ship, even if we wanted to attack the six men who stayed on the ship with us. Then we heard that Jim Hawkins was on the island with Silver and his men. We were very worried about him.

I decided to take a boat to the shore with another man we could trust, called Hunter. When we reached the island, we walked a little way and then we found a small fort. It was big enough for about twenty-five people and was very well defended. It also had water. Then I heard a shout. I thought that Jim was dead.

We ran back to the boat and soon returned to the *Hispaniola*. I told Captain Smollett and Mr Trelawney my plan. We quickly put food, medicines and guns in the boat.

At the same time, Captain Smollett and Mr Trelawney said to Silver's men who were still on the ship, "We have guns. If you try to contact Silver, you will be dead."

They looked very surprised.

I then took the boat back to the beach with Hunter and another sailor called Joyce. We quickly took everything up to the fort, then I left Hunter and Joyce in the fort and returned to the *Hispaniola*.

We knew that Silver had more men than us, but we also knew that none of them had guns. We thought that this gave us an advantage. On the *Hispaniola*, Trelawney helped me to put food and more weapons into the boat. Then we called for Captain Smollett, Redruth and a good sailor called Abraham Gray, and they climbed into the boat with us.

Our journey back to the island was more

difficult than the others. There were more people and supplies now, so the boat was heavy and very close to the water. We had to be very careful to prevent the boat from sinking. The wind blew from a different direction, too, and we were not moving towards the beach near the fort.

"We'll never get to the beach!" I said.

"We must keep in this direction," said Captain Smollett. "Work hard, be patient, and we will arrive." Then his voice changed. "The cannon!" he called.

I looked round and realised that the men we left on the *Hispaniola* were preparing a cannon. We were moving so slowly that we were not far from the ship. It would be easy for them to hit us.

Trelawney stood up with a gun and fired at the pirates, and one of them fell.

We heard a cry from the ship, and another from the beach. We saw that the other pirates were getting into their boats.

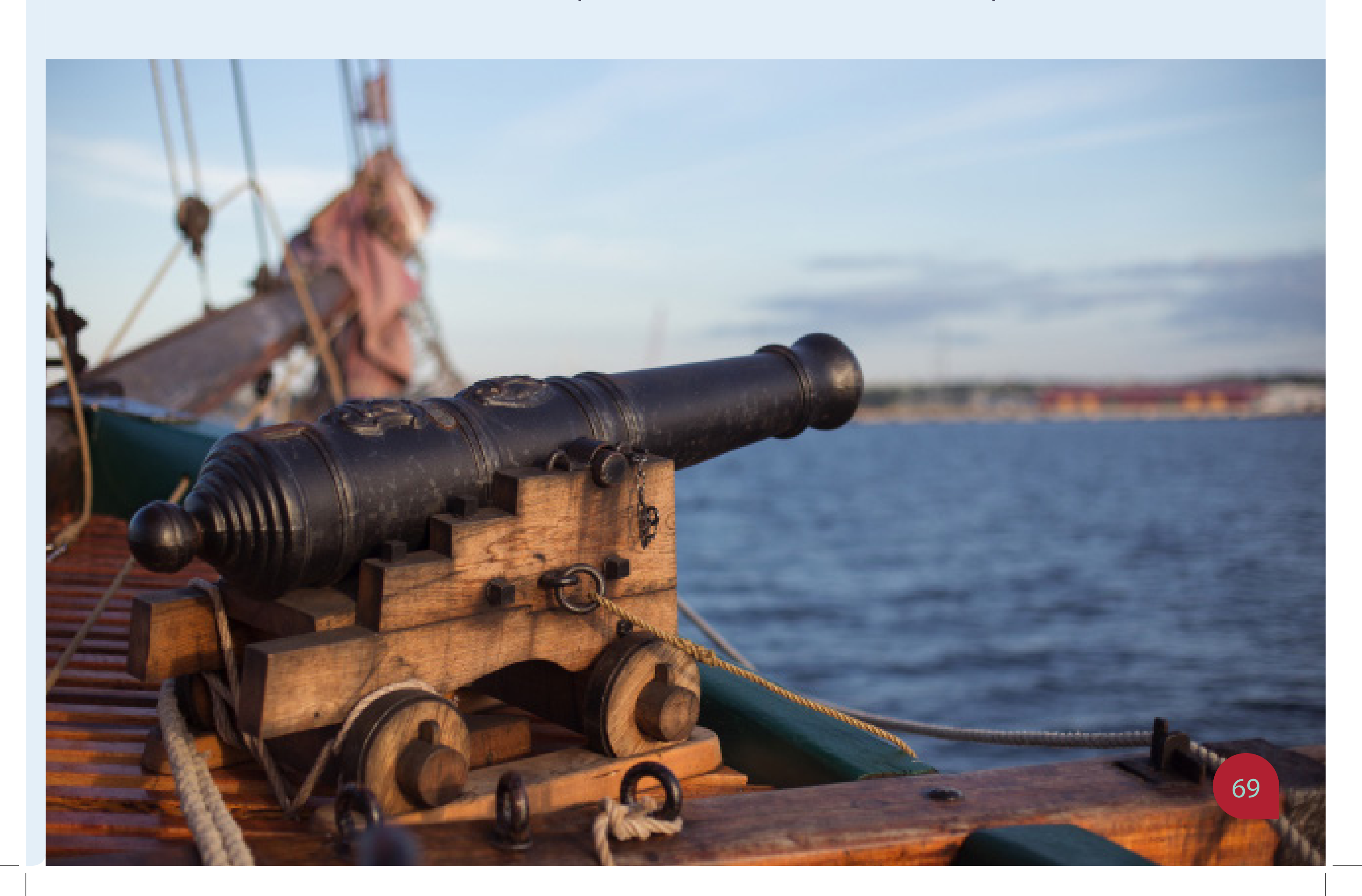
"Go as fast as you can," said Captain Smollett. "If we don't get to the beach, we're finished."

"They are only using one boat" I said. "The other men are walking to the beach to wait for us."

"It's a long way for them to run," said Captain Smollett. "It's a race to get there first."

We moved fast, and the wind was not so strong near the beach. However, Trelawney fired his gun again which made us all move to one side of the boat. It started to sink, but we were in just three feet of water. It was not difficult to walk to the beach, but we had lost many of our supplies in the water, including some of our guns.

There were now voices in the trees and we knew that the pirates were near. We had to get to the fort before the pirates got to the beach. We all ran as fast as possible and at last





we saw the fort in front of us. At the same time, seven pirates arrived at the other side of it. The pirates looked surprised to see the fort and stopped. This gave us time to fire our guns, and they quickly turned and ran into the trees behind them.

Before we could enter the fort, we heard another gun fire, and poor Redruth fell down. We quickly picked him up and took him into the fort, but it was too late: he was dead. Trelawney was very sad. Redruth had been a good servant to him.

Captain Smollett put up a flag inside the fort and counted the supplies, then he asked me, "How long will we have to spend on this island?"

"In England, I told Blandly that if we were not back by August, to come and find us," I explained.

"We need the supplies that were lost in the sea," said Captain Smollett. "Without them, we have enough supplies until July only."

At that moment, we heard gun fire and the fort was nearly hit.

"They can see the flag," said Trelawney. "We should take it down."

"No!" said Captain Smollett. "We keep the flag! It will show the pirates that we are not frightened of them!"

The gun fire continued, but it was almost impossible for them to hit anyone inside the fort.

Just then, we heard someone calling.

"Doctor! Mr Trelawney! Captain! Are you there?"

I ran to the door of the fort and I found Jim Hawkins, safe and alive!



Before you start

Go back and skim the story. Discuss these questions in pairs.

1 What was Dr Livesy's plan?

2 'We'll never get to the beach!', Why was Dr Livesy and his group's final journey on the boat dangerous? Name three reasons.

Vocabulary

1 Complete the sentences with these words from the story.

cannon contact get to defended adventure supplies

1 We need to go to the supermarket to get .... for the party. We need plenty of food.

2 The soldiers fought bravely and .... the castle.

4 I usually .... my grandparents by phone and email.

5 Luckily, we were able to .... the station and catch the train; we arrived there in time.

6 Tourism has a lot of good sides; it has many .... s to make use of.

Reading

2 Are these sentences true (T) or false (F). correct the false sentences.

1 When Dr Livesy and Hunter reached the island, they walked a little way and then they found a small castle. (*fort*) ....

2 Dr Livesy looked round and realised that the men they left on the Hispaniola were making food.

....

3 Trelawney was very sad as his servant Redruth fell down; he was dead. ....

4 The fort was small and was very well defended.

5 Trelawney used a gun and arrested the pirates, but one of them escaped. ....

6 Captain Smollett counted the supplies and asked Dr Livesy how long they would have to spend on this island. ....

3 Where are all these characters at the end of Chapter 6? Complete the table.

Abraham Gray Hunter Jim Hawkins Joyce Long John Silver Redruth Captain Smollett Mr Trelawney

In the fort	Killed	On the island	On the *Hispaniola*

4 Choose the correct answer.

1 Dr Livesy, Captain Smollett and Mr Trelawney could not take the ship and run away from the pirates because ...

A they wanted to wait for Jim and take the treasure.

B the weather was not good for sailing away.

C they were afraid of the six men left on the ship with them

2 Silver's men on the ship were surprised to see Dr Livesy's group having guns because ...

A they thought that Dr Livesy's group didn't know anything about Silver's plans.

B they didn't see Dr Livesy's group going back to the ship.

C they thought Dr Livesy's group were killed on the island.

Speaking

5 Discuss these questions in pairs.

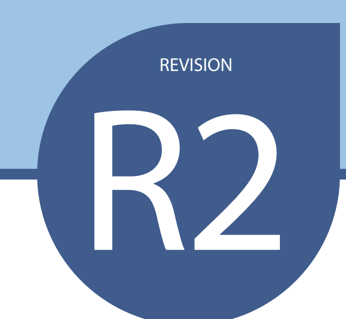
1 Why does Dr Livesy decide to go to the fort?

2 What was Smollett's advice to them at the beginning of the journey? Was it a good advice?

3 'It's a race to get there first', what does there refer to? Why is it important to get there first?

4 The men lose some of their supplies in the water. Why is this a problem? How do you think they feel about this?

5 What do you think will happen next in the story?



Lesson 1

Before you start

- How do you communicate with friends when they are away?
- Do you communicate with people you do not know very well? How?

Reading

1 Read the text and choose the best title.

1 Why penfriends are history
2 Penfriends are here to stay
3 The last and longest penfriends

Communication is easy today. Many people use apps on their smartphones to talk to their friends. When we send a message to a friend, we take it for granted that he or she will reply very soon.

Before the internet, people wrote letters and many people had penfriends. These were people they did not always meet, but people they chose to write to about their lives. The letters sometimes took a long time to arrive, but penfriends were very popular.

An example is Nellie Roberts and Daphne Meech. These two Australian women are now 90 years old. They first decided to write to each other in the 1930s, and are now perhaps the longest two people ever to be penfriends. Nellie Roberts first had penfriends when she was 10, but only one penfriend continued to write to her. Like Nellie, Daphe lived on a farm and the two women enjoyed writing about their lives. As well as letters, they sent each other black and white photos. They did not meet until 1962, 30 years after their first letter.

Nellie still prefers writing letters, and says that she is never going to use technology to communicate.

Surprisingly, there are now many online clubs for penfriends. They encourage people to write letters to penfriends around the world, and they are very successful. Many say that writing letters is relaxing and a warmer way to communicate than with an email or text. You do not need apps, passwords or anti-virus software. As Nellie says, 'Just a pen and paper will do.'

2 Read the article again and answer the questions in your notebook.

1 What do we expect will happen when we send a message to a friend?
We think the friend will reply to us very soon.
2 What was different about communication before the internet?
3 What did Nellie Roberts and Daphne Meech agree to do in the 1960s?
4 What is Nellie not going to do in the future?
5 Why do some people prefer writing letters today?
6 What do you not need to write letters?

Vocabulary

3 Complete the sentences with these words and expressions from the text.

~~anti-virus software~~ app penfriend password smartphone take it for granted

1 It is important to get an *anti-virus software* for your computer to protect your personal details.
2 You can send emails and use the internet on a ....
3 Choose a strong .... for your computer. Your name or 1234 are not very good ones!
4 In England, people .... that it will rain in the summer.
5 My friend has a great .... on his phone. It knows where all the planes in the sky are going!
6 Sending letters to a .... was very popular in the past.

Speaking



4 Do you think you will communicate with your best friends for the rest of your life?
If yes, how do you think you will do this?

Before you start

Look at the things in the photographs. Which will people be able to use in the future and which might we lose? Why?



Listening

1 Listen to an interview with a history teacher and check your answers.

2 Listen again. Are these sentences true (T) or false (F)?

1 Professor Shabana is worried about the future of technology.
T ....

2 We do not know much about the Dark Ages because people did not write much about it.
....

3 There will be another Dark Age in the future because computers will stop working.
....

4 We will not copy important information onto new technology in the future.
....

5 We will lose a lot of information because people will forget their passwords or not think it is important.
....

6 Professor Shabana thinks we should print more information from our computers.
....

7 Professor Shabana's father kept all the emails he sent to his mother before they married.
....

8 Professor Shabana thinks no one will use computers in the future.
....

Language

3 Complete these sentences from the recording with a, the or –.

1 Today I'm talking to *–* Professor Marwan Shabana, ... history teacher at .... University of Cairo.
2 He's just written .... very interesting book about .... future of technology.
3 Will .... software that we use today be on .... computers of tomorrow?
4 I don't have any of .... emails I sent to my wife, because we don't usually keep .... emails!

4 Work in pairs. Say what you think about the following statements using the expressions from the recording.

I agree. I'm not so sure about that!
In my opinion, we need to …
That's true.

It's usual to feel stressed when you move to a new school.

Sometimes it's funny to bully people.

One day, everything in our houses will be connected to the internet.

In the future, it will be impossible to hack into computers.

Reading

1 Read another poem by Robert Louis Stevenson and answer the questions.

1 How many verses are there?

....

2 Which words rhyme in the poem?

....

3 Does the poem have a rhythm? What is it like?

....





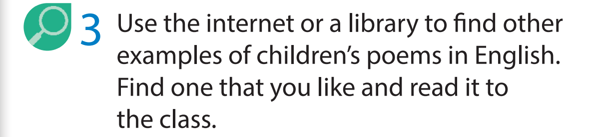
How do you like to go up in a swing,
  Up in the air so blue?
Oh, I do think it the pleasantest thing
  Ever a child can do!

Up in the air and over the wall,
  Till I can see so wide,
Rivers and trees and cattle and all
  Over the countryside—

Till I look down on the garden green,
  Down on the roof so brown—
Up in the air I go flying again,
  Up in the air and down!

Glossary

pleasantest = nicest
till = until
cattle = the general word for cows and bulls



2 Discuss these questions in pairs.

1 What do you think the poem is about?
2 Is it successful? Why/Why not?
3 Have you been on a swing?
4 In what ways was it the same or different to the experience of the child in the poem?

3 Use the internet or a library to find other examples of children's poems in English. Find one that you like and read it to the class.



Writing

1 In pairs, you are going to write your own poem. First, put the lines of this poem in the correct order.

a [ ] Was now the home of a small mouse.
b [ ] And now the mouse has gone away.
c [ ] So I quickly bought a cat today,
d [1] One day I found that my large house,
e [ ] There won't be any more mice in here,
f [ ] He seems to like living here, so,
g [ ] But I have a cat to stay, I fear.
h [5] The mouse has gone, but the cat won't go,



2 Now complete the table with information about the poem.

~~A cat and a mouse~~ here, fear, so, go
Two Yes Yes

Topic: *A cat and a mouse.*

Number of verses:	
Words that rhyme:	mouse, house, away, today,
Good rhythm?	
Fun to read:	

3 Now use the fact file below to plan your own poem.

Topic:

Number of verses:	
Words that rhyme:	
Good rhythm?	
Fun to read:	

4 Use your notes to write a short poem.

5 Take turns to read your poems to the class.
1 Have a vote on the most interesting poem.
2 Discuss why you think this poem was interesting.





Present simple, past simple and present simple passive

Present simple

Statements and negative statements

I/You/We/They	study/do not (don't) study	in Alexandria.
He/She/It	studies/does not (doesn't) study	here.

Wh- questions

Where	do	I/you/we/they	study?
When	does	he/she	

Yes/No questions and answers

Do	I/you/we/they	study	in Alexandria?
Does	he/she/it	study	here?

Yes, we do.	No, we do not (don't).
Yes, he does.	No, he does not (doesn't).

Uses of the present simple

- for actions, facts or for situations that are always or usually true: We live in the centre of Cairo.
- for habits and repeated actions: Children often help their parents and grandparents to do things.

Frequency adverbs

- Use frequency adverbs with present simple verbs to say how often something happens.
  Common frequency adverbs: never >> sometimes >> often >> usually >> always
- Frequency adverbs are usually before present simple verbs: We always help our parents when they're busy.
- Note frequency adverbs come after the verb be: It is usually sunny in my country.

Past simple

Statements and negative statements

I/You/He/She/It/We/They	finished/did not finish (didn't finish)	the book yesterday.

Wh- questions

When	did	I/you/he/she/it/we/they	finish?

Yes/No questions and answers

Did	I/you/he/she/it/we/they	finish on time?

Yes, I did.	No, we did not (didn't).

Uses of the past simple

- for actions which started and finished in the past: Our train left at 7.15 yesterday morning.
- for actions which follow each other in the past: We arrived home quite late and found nobody in. We knocked on the door, but nobody came.
- for repeated past actions: I worked for five hours every day last week.

Present simple passive

Statements and negative statements

The present of to be (am/are/is) + past participle:

I	am ('m not)	
You/We/They	are (aren't)	taught by a teacher.
He/She/It	is (isn't)	

Wh- questions

Why	am	I	brought	here by taxi every day?
When	is	he/she	expected	to arrive
Why	are	you/we/they	given	so many things?

The agent

- The agent is the person or thing that does the action in a sentence with a passive verb. It is introduced by the preposition by:

  The cattle are attacked by lions every day. (Lions attack the cattle every day.)

  The lions are protected by the Lion Guardians. (The Lion Guardians protect the cattle.)

- Many sentences with passive verbs do not need an agent because we do not know, or do not need to know who did the action, or because it is not important who did it:

  Massai men are taught to be field biologists. (We do not know who teaches them.)

  Lions are monitored every day. (We can guess that the Lion Guardians monitor them, but it's not important.)

Common errors

Correct	Incorrect	Explanation
The villagers are helped by the Lion Guardians.	The villagers ~~helped~~ by the Lion Guardians.	The passive is formed with the verb be + the past participle of the main verb.



Past continuous

Past continuous

Statements and negative statements

I/He/She/It	was/was not (wasn't) cooking	yesterday evening.
You/We/They	were/were not (weren't) watching	TV last night.

Wh- questions

Where	was	I/he/she/it	cooking	yesterday evening?
What	were	you/we/they	watching	on TV last night?

Language review

Yes/No questions and answers

Were	you/we/they	cooking yesterday?
Was	I/he/she/it	watching TV last night?

Yes, we were.	No, we were not (weren't).
Yes, he was.	No, he was not (wasn't).

Uses of the past continuous

- for something that was in progress when an action took place (note that the action is in the past simple):
  While we were watching TV last night, someone turned the lights off.
- for two actions that were in progress at the same time:
  While I was watching TV last night, my sister was reading a magazine.

Common errors

Correct	Incorrect	Explanation
When Mona called, Soha was having her breakfast.	When Mona called, Soha ~~having~~ her breakfast.	The past continuous has two parts: Was/were and an –ing form.



Present perfect

Present perfect

Statements and negative statements

I/You/We/They	have/have not (haven't) studied	David Copperfield.
He/She/It	has/has not (hasn't) studied	

Wh- questions

Where	have	I/you/we/they	studied?
When	has	he/she/it	

Yes/No questions and answers

Have	I/you/we/they	studied David Copperfield?
Has	he/she/it	

Yes, I have.	No, I have not (haven't).
Yes, she has.	No, she has not (hasn't).

Uses of the present perfect

- to describe actions which began in the past and are still continuing:
  I've lived here all my life (until now, and I'm still living here).
- to describe actions which have happened recently: He's just finished his first year at university.
- with never, ever and since to describe experiences: My grandmother has never visited another country.
  Laila has enjoyed reading (ever) since she was very young (and she still enjoys reading now).
- to describe actions which have NOT happened yet: She's never played tennis.

Common errors

Correct	Incorrect	Explanation
She has never been to Italy.	She ~~never been~~ to Italy.	The present perfect has two parts: the verb have + a past participle verb form.
Hassan went to Turkey last summer.	Hassan ~~has been~~ to Turkey last summer.	When we want to say when something happened, we use the past simple, not the present perfect.



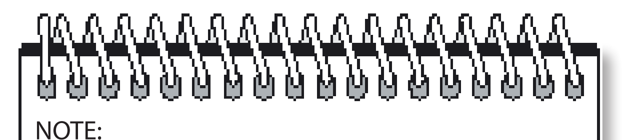
Countable and uncountable nouns, and articles

Countable nouns

- Nouns with singular and plural forms are called countable nouns:
  a bottle, two bottles, a hundred bottles; a child, three children; a man, ten men
- Singular countable nouns can be used with a/an or one:
  Ali is eating a banana. Sara would like an apple. Hassan has eaten one banana and two oranges.
- Plural countable nouns can be used with numbers, How many, so/not many, a few, fewer:
  I'd like six apples, please. How many grapes would you like? Can I have a few grapes?
  Fewer people live in the country today than in the past.

Uncountable nouns

- Nouns which have only one form (no plural) are called uncountable nouns:
  air, water, light, money, glass, paper
- Uncountable nouns are used with some, How much, so/not much, (a) little:
  Be careful, there's some glass on the floor.
  How much light is there in the cave?
  We don't have much money. There is only a little water to drink.



NOTE:
You can add words to make uncountable nouns plural, e.g. two bottles of water, three pieces of glass, four sheets of paper.

Common errors

Correct	Incorrect	Explanation
Could I borrow a piece of paper, please?	Could I borrow ~~a paper~~, please?	We cannot use a/an with uncountable nouns like paper.

Definite article

Uses of the definite article the

- to refer to something you have already talked about:
  His father works in an office. The office is near the city centre.
  She bought a book by Charlotte Brontë yesterday. The book is called Jane Eyre.

- when there is only one of something, or when everyone knows which thing or person you are talking about:

  The moon looks very near to the earth tonight.
  (There is only one moon and earth.)

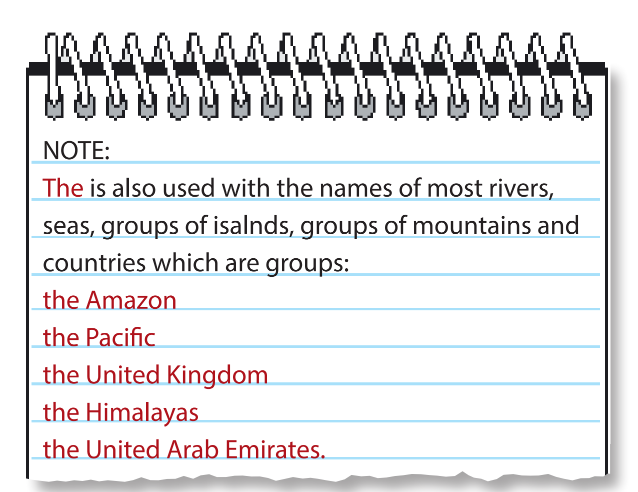
  We had a picnic in the park at the weekend.
  (This is the park we all know, probably the nearest or only park in the town.)

- with superlative adjectives and other words (first, last, only, etc.):

  That's the best film I've ever seen.

  The Nile is the longest river in the world.

  The first letter of the alphabet is A.



NOTE:
The is also used with the names of most rivers, seas, groups of isalnds, groups of mountains and countries which are groups:
the Amazon
the Pacific
the United Kingdom
the Himalayas
the United Arab Emirates.

Indefinite article

Uses of the indefinite article a/an

- to refer to something for the first time: Her father has just bought a new car.
  When Ali visited Thailand, he had a ride on an elephant.
- to talk about someone's job: Imad wants to be a scientist when he finishes university.
  His sister, Sara, wants to be an architect.
- to refer to one of many things: My uncle and aunt live in a flat in the town centre.
  I usually have an egg for breakfast.

A or an?

- If a noun (or adjective before a noun) starts with a vowel sound, use the indefinite article an:
  an animal, an elephant, an interview, an orange bus, an unusual building
- The letter u at the beginning of a word is sometimes pronounced y. In these cases, use the article a:
  a uniform, a university, a useful book

Common errors

Correct	Incorrect	Explanation
Her father works in an office.	Her father works in ~~a~~ office.	If a noun starts with a vowel sound, use the article an, not a.
His brother wants to be a teacher.	His brother wants to be teacher.	Use the indefinite article to refer to jobs.
That's a beautiful bird.	That ~~the~~ beautiful bird.	Use a, not the, to refer to one of many.



UNIT 5

Future forms

will + infinitive

Statements and negative statements

I/You/He/She/We/They	will/'ll will not/won't	see you tomorrow.

Wh- questions

When	will	I/you/he/she/we/they	arrive?

Yes/No questions and short answers

Will	he	be late?

Yes, he will.	No, he won't.

Uses of will + infinitive

- for predictions with no evidence: I expect Lucy and Jim will stay for dinner.
- for future facts: It's my birthday next Tuesday. I'll be 17.
- for quick decisions: Oh, that's the doorbell. I'll get it.
- for offers: I'll make dinner tonight.

Common errors

Correct	Incorrect	Explanation
The water is boiling: I'll switch it off in a minute.	The water is boiling: I'~~m switching~~ it off in a minute.	For a quick decision, use will, not the present continuous.

going to + infinitive

Statements and negative statements

I	am ('m)/am not ('m not)	going to work hard this term.
You/We/They	are ('re)/are not (aren't)	
He/She	is ('s)/is not (isn't)	

Wh- questions

	am	I	going to do tomorrow?
What	are	you/we/they	
	is	he/she	

Yes/No questions and short answers

Are	you/we/they	going to work hard?
Is	he/she	

Yes, they are.	No, they aren't.
Yes, he is.	No, he isn't.

Language review

Uses of going to + infinitive

- for plans, intentions and decisions: Next month, I'm going to buy a new phone.
- for predictions with evidence: It's really dark. I think it's going to rain.

Common errors

Correct	Incorrect	Explanation
What are you going to do now? I'm going to watch television.	I'~~m watching~~ television	You can only plan to decide to watch television, you can't arrange it.



Verbs + infinitive

Some verbs are followed by to + the infinitive form:

agree choose decide hope learn offer plan promise want would like manage threaten refuse fail

Saeed is planning to go to university next year. He hopes to study medicine.

Verbs + -ing form

Some verbs are followed by the –ing form of the verb:

avoid dislike enjoy finish hate love like suggest deny mind consider

Sara and Hana enjoy going swimming.

Some verbs can be followed by to + the infinitive form of the –ing form with no change in meaning:

begin continue love prefer remember start stop try like

Even though we were really tired, we continued to run/running until we got home.

The wind began to blow/blowing just as we arrived home from school.

Some verbs can be followed by to + the infinitive form or the –ing form, but there is a change in meaning:

remember stop try regret forget

Remember to bring your homework tomorrow. (= don't forget)

I remember waking up in the middle of the night. (= I have a memory of something in the past)

On her way home, Laila stopped to talk to her friend Dalia. (= she did not continue doing something so that she could talk)

Laila and Dalia have stopped talking to each other. (= do not talk to each other any more)

My printer doesn't work, so I'll try turning it off and switching it back on again. (= an experiment to see if it works)

I tried to call Hassan, but he didn't answer the phone. (= made an attempt)